



**Lord Grey Academy**  
Lord Grey Can



## **Higher Learning Teaching Assistant (HLTA)**

**Specialist area of: Literacy or Social, Emotional and Mental Health or  
Hearing Impairment**

**Required as soon as possible or January 2026**

### **Application pack contents**

- Advert
- A job description
- A person specification

“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”





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## **Advertisement**

### **HIGHER LEARNING TEACHING ASSISTANT (HLTA)** **Specialist area of: Literacy or Social, Emotional and Mental Health or** **Hearing Impairment**

**PERMANENT**

**Hours of Work Monday to Friday 8.30am – 4.00pm**

**35 hours per week**

**39 weeks per year – 38 Term time weeks plus 5 training days**

**Grade G, Points 8-13 (FTE £26,824 to £29,064)**

**Actual Starting Salary £24,824 per annum**

We are seeking to appoint as soon as possible a proactive and reliable HLTA to join our Inclusive Learning Faculty. The successful candidate will enjoy working with young people and will play a key role in supporting students in school, both in class and through the delivery of small group work. In addition, the successful candidate may be required to work in the Learning Support Centre in a HLTA capacity.

Opportunities to train to learn how to use different programmes and initiatives will be part of ongoing CPD, along with networking opportunities and collaborative practice. The successful candidate will need to be willing to learn and highly organised and motivated to improve standards of student achievement in one of the key areas of Literacy, Hearing Impairment or SEMH. Specialist training is available through an apprenticeship scheme with Tommy Flowers.

*Please specify your area of specialism on the application form.*

A vacancy booklet, information for candidates booklet and the application form are available on the vacancies section of Lord Grey Academy's website:

<https://www.lordgrey.org.uk/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link.

Completed application form and covering letter should be submitted to Human Resources at Lord Grey or emailed to [hr@lordgrey.org.uk](mailto:hr@lordgrey.org.uk) by 9am on Monday 15 December 2025. Interviews will be held on Thursday 18 December 2025.

Only successfully short listed candidates will be contacted. CVs alone will not be accepted.





## Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools we have four primaries, nine secondaries and two alternative provision schools.

As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science,

Humanities, EYFS and SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations and many of our schools are rated Good or better by OFSTED.

### Employee Benefits:

- Teacher & support staff pension schemes
- Continuous Professional development (CPD)
- Training School Alliance
- Networking opportunities
- Specsavers eyecare voucher
- Free Flu vaccine
- Employee Assistance Programme (EAP)
- Medicash - Health Cash Plan:
  - 24/7 GP Appointments & prescription services
  - Dental treatment
  - Optical care
  - Physiotherapy
  - Skinvision - skin health tracker
  - A range of essential healthcare expenses
  - Exclusive discounts on shopping & travel

*The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.*



## **JOB DESCRIPTION**

**POST TITLE:** Higher Learning Teaching Assistant- Literacy or Hearing Impairment or SEMH Inclusive Learning Faculty

**RESPONSIBLE TO:** SENDCO

### **JOB CONTEXT**

To work under the line management of the SENDCO in order to provide an effective and efficient support service for students at Lord Grey Academy. To offer Higher Learning Support within the Inclusive Learning Faculty and conduct comprehensive student needs assessments, lesson plans and learning activities to deliver specific parts of the tailored intervention or provide guidance on a specialist area to pupils who require help. Assess, track, and monitor pupil attainment and inform interventions, accordingly, including key groups: boys, PP students and SEND, to ensure they make the maximum progress. The use of specialist skills to support students.

### **KEY RESPONSIBILITIES**

- To support SEN pupils
- To support the SENDCO
- To support the curriculum
- To support tutoring
- To support the Academy

### **Job Description**

#### **Responsibility area 1**

- 1) To work under the supervision of the SENDCO in supervising and supporting students who may present with a variety of special needs
- 2) Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- 3) Assist with the development and implementation of Individual SEND and Intervention Plans, where appropriate
- 4) Establish constructive relationships with pupils and interact with them according to individual needs
- 5) Promote the inclusion and acceptance of all pupils
- 6) Set challenging and demanding expectations and promote self-esteem and independence
- 7) Provide feedback to pupils in relation to progress and achievement
- 8) To demonstrate an understanding of and take responsibility for promoting high standards of literacy and correct use of standard English, whatever the HLTA's specialist subject
- 9) To have the ability to provide an accurate and legible handwritten record from the personal dictation of a student in examinations

#### **Responsibility area 2**

- 10) Create and maintain a purposeful, orderly and supportive environment, in accordance with the agreed protocols of the Inclusive Learning Faculty
- 11) Lead on interventions in one of the four broad areas of need
- 12) Use strategies, in liaison with the SENDCO, to support pupils to achieve learning goals
- 13) To support the teaching staff on early intervention in classrooms working with the class teacher and assist students to overcome their barriers to learning
- 14) To attend parent meetings, annual reviews and interim reviews as appropriate
- 15) Assist with the planning of learning activities



- 16) Monitor pupils' responses to learning activities and accurately record achievement/progress as part of the key worker programme as directed
- 17) Provide detailed and regular feedback to teachers and the SENDCO on pupils' achievement, progress, problems etc
- 18) Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- 19) Establish constructive relationships with parents/carers and all teaching staff
- 20) Provide clerical/admin. support e.g. photocopying, typing, filing, administer coursework etc. as appropriate

**Responsibility area 3**

- 21) Select, plan, prepare, organise, and evaluate the effectiveness of learning resources and environment to lead learning activities to meet the needs of students and the curriculum
- 22) To use specialist knowledge in organising and running interventions for one of the specialisms
- 23) Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- 24) Undertake literacy, numeracy and targeted intervention programmes, recording achievement and progress and feeding back to the teacher recording all interventions for pupil records
- 25) Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- 26) Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

**Responsibility area 4**

- 27) Be a Support Tutor within our Tutoring System alongside an experienced colleague

**Responsibility area 5**

- 28) To ensure the effective implementation of the academy's Equalities Policy and Safeguarding and Child Protection Policy
- 29) To contribute towards the delivery of high-quality education for all students
- 30) Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 31) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- 32) Contribute to the overall ethos/work/aims of the academy
- 33) Appreciate and support the role of other professionals
- 34) Attend and participate in relevant meetings as required
- 35) Participate in training and other learning activities and performance development (including first aid certificate) as required
- 36) Assist with the supervision of pupils out of lesson times, including before and after academy (for example, breakfast club, after school self study club or interventions)
- 37) Accompany teaching staff and pupils on visits, trips and out of academy activities as required and take responsibility for a group under the supervision of the teacher
- 38) To comply with any other reasonable requests from the Associate Principal when there are exceptional circumstances
- 39) To undertake such duties as may from time to time be reasonably assigned by the Associate Principal

This job profile is a guide to the work that you will initially be required to undertake. It may be altered from time to time to meet changing circumstances. Staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person as to allow for the effective running of the academy. This job profile does not form part of your contract of employment.



# Lord Grey Academy

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Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## PERSON SPECIFICATION

| <b>Experience</b>   | <b>Essential</b> | <b>Desirable</b> | <b>How evidenced</b> |
|---|------------------|------------------|----------------------|
| Previous experience in a HLTA role or Teaching Assistant role for minimum of three years  |                  | ✓                | A R                  |
| Previous experience working within a school environment.  | ✓                |                  | A R                  |
| Planning and teaching individuals, groups and whole classes   |                  | ✓                | A R                  |
| Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)   |                  | ✓                | A R                  |
| <b>Knowledge</b>  | <b>Essential</b> | <b>Desirable</b> | <b>How evidenced</b> |
| Effective use of ICT to support learning  | ✓                |                  | A I                  |
| Knowledge and understanding of the HLTA standards.  | ✓                |                  | A I                  |
| General understanding of national/foundation stage curriculum and other basic learning programmes/strategies  |                  | ✓                | A I                  |
| Experience and/or knowledge of delivering literacy/numeracy programmes  |                  | ✓                | A I                  |
| Basic understanding of child development and learning   |                  | ✓                | A I                  |
| Ability to self-evaluate learning needs and actively seek learning opportunities  | ✓                |                  | A I                  |
| Ability to relate well to children and adults   | ✓                |                  | A I R                |
| Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support | ✓                |                  | A I                  |
| To have the ability to provide an accurate and legible handwritten record from the personal dictation of a student in examinations                  | ✓                |                  | A I                  |
| Ability to communicate effectively, both verbally and in writing  | ✓                |                  | A I                  |
| <b>Education, Training and Qualifications</b>   | <b>Essential</b> | <b>Desirable</b> | <b>How evidenced</b> |
| Good numeracy/literacy skills – GCSE Maths and English at grade C or above or equivalent  | ✓                |                  | A I                  |
| Level 4 or above qualification in the area of specialism applied for or willingness to undertake additional qualifications.                         | ✓                |                  | A I                  |
| Training in relevant strategies e.g. literacy / SEMH/Hearing impairment   | ✓                |                  | A                    |
| First Aid at Work qualification   |                  | ✓                | A I                  |
| <b>Other Requirements</b>   | <b>Essential</b> | <b>Desirable</b> | <b>How evidenced</b> |
| Participate in development and training opportunities   | ✓                |                  | A                    |
| Commitment to uphold the school's Equalities Policy and Safeguarding and Child Protection Policy  | ✓                |                  | A                    |
| Willingness to be flexible with working hours to respond to the school's needs  | ✓                |                  | A                    |
| Subject to successful completion of enhanced DBS check  | ✓                |                  | A                    |
| A commitment to continuing personal development and training  | ✓                |                  | A I                  |

A – Application form I – Interview R – Reference