



BRAMHOPE PRIMARY SCHOOL
COLLABORATIVE LEARNING TRUST



HIGHER LEVEL TEACHING ASSISTANT

INFORMATION FOR APPLICANTS

NJC Grade SO1 Scale Points 23 – 25

Actual Salary £27,455.53- £29,595.66 Per Annum

Term Time Only

35 Hours Per Week

Fixed Term until 31st August 2027

Required 1st September 2026



COLLABORATIVE
LEARNING TRUST

Working Together to Secure Success

HIGHER LEVEL TEACHING ASSISTANT

Location: Bramhope Primary School

Contract: 35 Hours Per Week
Fixed Term Until 31st August 2027
Term Time Only

Closing Date: Monday 29th June 2026

Selection Day: To be confirmed

HIGHER LEVEL TEACHING ASSISTANT

Thank you for your enquiry regarding this post.

Please look on the school's website <https://www.bramhopeprimary.co.uk/> for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the school:

admin@bramhopeprimaryschool.co.uk

The closing date for applications is **Monday 29th June 2026**. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately and the interview date is **to be confirmed**.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. The interview day will include completing a written task and working with pupils, as well as a formal interview.

The school is committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check. Shortlisted candidates are also subject to a basic online search in line with KCSiE policy 2025.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexual orientation, gender identity, race, religion or belief, marital status, age or disability.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

We are looking for an experienced Higher Level Teaching Assistant to work under the instruction and guidance of teachers or senior staff to undertake work, care and support programmes that will enable our pupils to access learning and to assist the teacher in the management of pupils and the classroom.

This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring students and assessing, recording and reporting on students' achievement, progress and development. Work may be carried out in the classroom or outside the main teaching area.

INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

Currently the Trust comprises:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds
8. St Oswald's Church of England Primary School, Guiseley, Leeds
9. The Whartons Primary School, Otley, Leeds

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

'The Trust has signed up to the Yorkshire and Humber Climate Action Pledge, making a commitment to protecting the climate and nature'

INFORMATION FROM RACHEL COLBOURN: HEADTEACHER, BRAMHOPE PRIMARY SCHOOL.

Dear Applicant,

Thank you for your interest in becoming our Higher Level Teaching Assistant. Bramhope Primary is an exceptional, oversubscribed school with a reputation for providing an all-round education. We are a two-form entry school with approximately 430 pupils.

Bramhope is a friendly, welcoming school and an important part of the village. Our experienced, enthusiastic staff enjoy working as a team to support and challenge each other to 'Belong, Be Your Best, Be Bramhope'. We pride ourselves on how well our staff know each child as an individual and want every child to feel that they belong to our school. We are fortunate to have a culture where parents seek to be involved in their children's learning, and an active PTA which organises regular events and raises funds for whole school projects.

Children enjoy coming to Bramhope school and demonstrate a love of learning. They are confident and aspire to do well. We expect all our children to work hard and our Y6 SATs results place us amongst the highest attaining schools in the country. We seek to ensure that children have a solid understanding of the core subjects of English and Maths but also believe in offering a balanced curriculum; for example, Art, Music, Spanish and Sport. All staff place an emphasis on achievement through effort.

Bramhope has fantastic playing fields, a large school garden and a private nursery on site. We believe it is important that all our children have a variety of opportunities throughout their primary education and seek to offer a full range of extra-curricular activities and leadership opportunities. Many children take part in weekly sports clubs. We offer individual and group music lessons and have a school choir. Our Year 6 classes contribute to school life within their roles as School ambassadors, Eco Councillors, House Captains, Reading Ambassadors and more.

Bramhope has a history of working in partnership with local schools and is part of a 'Family of schools' network which meets and works together throughout the year. We are also part of a multi academy trust – the Collaborative Learning Trust - founded on our existing strong school relationships in Yorkshire.

If you would like to learn more about life at Bramhope, please explore our website. You will be invited to tour our school if you are shortlisted for interview.

I look forward to meeting you.

Rachel Colbourn

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The Collaborative Learning Trust promotes employee well-being across all of our schools. Our well-being charter defines well-being as "The State of being comfortable, healthy and happy". We understand that the responsibility for well-being is shared across all members of our community and it aligns perfectly with the values of our Trust.

One of the many ways we implement this is through our fantastic employee benefits which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Tech scheme:

Spread the cost of a Curry's or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12-month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

JOB DESCRIPTION: HIGHER LEVEL TEACHING ASSISTANT

Name:	
Job Title:	Higher Level Teaching Assistant
Salary Grade:	S01 Scale Points 23-25 Actual Salary £27,455.53- £29,595.66 Per Annum
Contract Type:	35 hours Per Week Term Time Only Fixed Term Until 31st August 2027 Required 1st September 2026
Responsible to:	Headteacher

PURPOSE OF ROLE

To work under the instruction and guidance of teachers or senior staff to undertake work, care and support programmes that will enable our pupils to access learning and to assist the teacher in the management of pupils and the classroom. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring students and assessing, recording and reporting on students' achievement, progress and development. Work may be carried out in the classroom or outside the main teaching area.

MAIN DUTIES

Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Promote the inclusion and acceptance of all students within the classroom.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Develop and implement IEPs.
- Support students consistently whilst recognising and responding to their individual needs.

- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Production of lesson plans, worksheet, plans etc.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Administer and assess/mark tests and invigilate exams/tests as required.

Support for Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students' skills.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

Resources

- Operate relevant equipment/ICT packages (e.g. MS Office, Internet, School Information Management Systems (Arbor), Email).
- Determine the need for, prepare and maintain, general and specialist equipment and resources.
- Use administration and teaching supplies resourcefully.
- Provide advice and guidance to staff, students, parents/carers and others.
- Maintain tidy and organised work spaces and storage areas.
- Control and manage directed budgets.
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students.

Wider Responsibilities

- Be aware of and comply with policies and procedures relating to child protection /safeguarding, equality and diversity, health and safety, ICT, security, confidentiality and data protection, reporting all concerns to an appropriate senior person.
- Comply and assist with the development of policies and procedures relating to area of responsibility as required.
- Develop effective professional relationships with others.
- Be aware of and support difference and ensure equal opportunities for all stakeholders accepting the principles underlying the Trust equal opportunities policies and practice.
- Maintain the confidential nature of information relating to the School, its students, parents and carers acting in accordance with the principles of the Data Protection Act 2018 at all times.
- Contribute to and support the overall life, work/aims and ethos of the School.
- Attend and participate in relevant meetings as required.
- Participate and engage in training and appraisal as required.
- Undertake additional duties as reasonably requested by senior staff.

In accordance with guidance provided within the School's Positive Discipline Policy a HLTA can provide valuable reinforcement in dealing with behaviour problems and potential disruptive behaviour from pupils. HLTA's should always work under the

direction of the classroom teacher when they are involved in supporting the Positive Discipline policy.

To undertake any other reasonable duties as commensurate with the post as determined by the head teacher.

Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

In line with KCSiE 2025, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Signed

Date.....

PERSON SPECIFICATION – HIGHER LEVEL TEACHING ASSISTANT

Title of Post	Higher Level Teaching Assistant		
Specification Prepared By	RC		
Date	June 2026		
Qualifications and Experience		Essential/Desirable (E/D)	How Identified
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Recognised relevant qualification or equivalent experience at NVQ Level III, GNVQ, A Level	E	
3.	HLTA status or equivalent which demonstrates/includes HLTA standards	E	
4.	First Aid	D	
Experience and Professional Development		Essential/Desirable (E/D)	How Identified
1.	Experience of teaching whole classes or large groups of children	E	Application and Selection process
2.	Familiar with ICT packages including Microsoft Office software	E	
3.	Experience of working with students with individual educational needs	D	
4.	Recent relevant experience working within a primary school	D	
Knowledge		Essential/Desirable (E/D)	How Identified
1.	Willingness to develop knowledge of school/education and SEND provision	E	Application and Selection process
2.	Willingness to develop knowledge of how to identify existing potential barriers to learning and jointly engage in strategies to overcome these barriers	E	

3.	Understanding of principles of child development and learning processes	E	
4.	General understanding of national/foundation stage curriculum and other basic learning programmes/strategies	E	
Skills and Abilities		Essential/ Desirable (E/D)	How Identified
1.	To work effectively with, and command the confidence of the SENCO, teaching staff and senior leadership within the school	E	Application and Selection process
2.	To engage constructively with, and relate to, a wide range of primary aged pupils and families/carers with different social backgrounds	E	
3.	To identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
4.	Ability to plan effective activities for students	E	
5.	To work effectively in a pupil centred way to fulfil the duties on the job description.	E	
6.	To inspire, motivate and engage pupils, encouraging them to learn	E	
7.	To work in a positive and flexible way	E	
8.	Good ICT skills and the ability to use ICT effectively to support learning	E	
Personal Attributes		Essential/ Desirable (E/D)	How Identified
1.	Ability and desire to learn new skills and to take part in further training	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	E	
4.	Commitment to upholding the school's aims, procedures and policies	E	
5.	Commitment to continued professional development	E	

Equal Opportunities		Essential/ Desirable (E/D)	How Identified
1.	Acceptance of, and a commitment to, the principles of the schools' and the Trust's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How Identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Has appropriate motivation to work with children and young people and can relate to them	E	
4.	Displays commitment to the protection and safeguarding of children and young people	E	
5.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How Identified
1.	Legally entitled to work in the UK	E	ID and Enhanced DBS and criminal background check
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Health Declaration

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GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:1. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service (DBS) check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



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A PROUD PART OF



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