



Higher Level Teaching Assistant – English
Haughton Academy
Application Pack

Higher Level Teaching Assistant - English

Start date: 1st September 2025

Permanent, 0.55 FTE

3 days per week

Term Time plus 1 week

Scale: Band 9, Point 24-27

Actual Salary £18,808 - £20,299



Haughton
Academy



Introduction

Dear applicant,

Thank you for expressing an interest in the Higher Level Teaching Assistant (HLTA) post at Haughton Academy. On behalf of the whole community, I extend a warm welcome.

I have been at Haughton Academy for almost 10 years, initially as Deputy Headteacher for Care & Guidance and more recently as Principal. I am extremely proud of this achievement and look forward to leading the next steps of our improvement journey.

Appointing the right person is crucial to our academy. Our community context is both challenging and rewarding.

I am seeking to appoint an HLTA who has the drive and energy to support the work of the English department. Being inclusive, eradicating barriers to learning and fostering mutually respectful relationships is at the heart of everything we do.

In March 2020, the pandemic brought to the forefront the difficulties our local community, families and young children face on a daily basis. Although five years ago the impact of the pandemic continues. On average 45% of our pupils are deemed to be disadvantaged year upon year; the pandemic amplified the barriers our pupils faced – little food, limited devices on which to learn and the basic support and aspirations needed to sustain the value of education.

As a staff body we have worked extremely hard to get back to 'normal' and provide our pupils with the routine and care they need. It is important to us that our pupils have the confidence to be independent and successful learners. This is underpinned by high aspirations and a clear understanding that the academy's core purpose is learning. Staff and pupils share the same core values, commit to developing mutually respectful relationships and have a co-operative desire to achieve and believe in Haughton Academy. The affirmation by Ofsted that we are a 'good' academy has been achieved through our strong PROUD core values and clear vision for improvement.

Our aim is to continue our journey and become an academy that is recognised both locally and nationally as an outstanding academy. I look forward to working closely with the successful applicant in the future.

If you would like to arrange a confidential conversation or visit to our academy, please contact Tina Barnett, PA to the Principal, using tbarnett@educationvillage.org.uk.

Yours faithfully,

Su Gill

Principal

Haughton Academy



Making your Application

I hope that when you read this Application Pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application:

1. Complete the Education Village Trust application form
2. Provide a supporting statement of no more than 2 sides of A4 which should address the criteria in the Post and Person Specification section
3. Send your completed application form by email to the peopleteam@educationvillage.org.uk

Deadline:

The deadline for the post is **Wednesday 2nd July 2025 4:00pm**

Shortlisting: **Thursday 3rd July**

Interviews are expected to be held **Wednesday 9th July 2025.**

Shortlisting:

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion.

Salary:

The post on Band 9 SCP 24-27 depending on the applicants experience.

Start Date:

1st September 2025.

For an Application Pack:

1. Contact the Human Resources Team via email at peopleteam@educationvillage.org.uk
2. Visit www.haughtonacademy.org.uk

Haughton Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates.

Post and Person Specification

POST TITLE: HLTA (English)

POST: Permanent. 3 days per week, Term Time plus 1 weeks.

GRADE: Grade 9, SCP 24-27, salary pro rata to hours/weeks worked (0.55 FTE)

REPORTING RELATIONSHIP: Assistant Headteacher for Outcomes/Interventions

JOB PURPOSE: To work closely with the 2nd in English to manage the delivery of the Lexonik Literacy Programmes. To lead small group intervention in the English Department. To support classroom teachers in English in the preparation of resources and delivery of English-based activities.

Main Duties and Responsibilities:

- To manage the delivery of the Lexonik literacy intervention programme (identifying pupils, delivering the programme, inputting and analysing data, sharing data outcomes with middle and senior leaders).
- Deliver small group and one to one intervention programmes to support pupils with literacy difficulties, following the schemes of learning and intervention programmes in place.
- Manage and lead extra-curricular activities and after school support groups for pupils with literacy difficulties.
- Guide teachers on strategies to support pupils with literacy difficulties.
- Create school focused plans for pupils with literacy difficulties to profile the needs of these pupils.
- Ensure that the needs of pupils with literacy difficulties are well communicated across the school.
- Plan and deliver staff training to support an understanding of literacy difficulties.
- Work with staff, pupils and parents/carers to ensure realistic and challenging expectations of progress, attainment and achievement is set for pupils with literacy difficulties.
- Prepare and maintain learning resources according to the needs of pupils with literacy difficulties.
- Assist with the creation of a Form Time Literacy programme, monitor delivery of resources.
- Work collaboratively with parents of pupils with literacy difficulties, to agree joint outcomes and to review progress.
- Collect and interpret assessment data gathered on pupils with literacy difficulties to inform practice, target individual difficulties and to measure impact.
- To deliver and monitor reading, spelling and vocabulary interventions.
- To deliver intervention and provide strategies to pupils where dyslexia is a barrier to learning and to support the enhancement of dyslexia provision across the school.
- To be responsible for promoting whole school literacy including raising the profile of literacy through school competitions, spelling bees, readathons etc.

SUPPORT THE PUPIL BY:

- To establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote independence and employ strategies to recognise and reward achievement, motivation and resilience.
- Provide feedback to pupils in relation to progress and achievement.
- Deliver learning activities to pupils, adjusting activities to pupil responses/needs.

- Liaising with colleagues to ensure the well-being of pupils.
- Promote a love for reading.

SUPPORTING STAFF BY:

- Working closely with the Subject Leader and 2nd in English to maximise progress in literacy for targeted pupils.
- Assisting teaching staff in the planning and delivery of work programmes for individuals and groups of children - these programmes may be delivered in a supervised/ or unsupervised capacity.
- Assisting the teaching staff in the smooth transition between educational phases.
- On occasions, support the HLTA Cover Supervisor, with cover for absent colleagues within the English department.
- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Undertaking marking of pupils' work and accurately record achievement/progress and contribute to raising achievement where appropriate.

GENERAL

- To use the academy's management information systems and other data platforms to record achievement and behaviour.
- To perform any other reasonable task that your line manager may ask from time to time.

SUPPORT THE ACADEMY BY:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- Be aware of, support difference, and ensure all pupils have equal opportunities to learn and develop.
- Contribute effectively to the overall vision/ethos/work/aims of the Academy and EVAT.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in training and other learning activities and performance development as required.
- The post holder must carry out his/her duties with full regard to the Trust's Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.
- To comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters to protect both yourself and others.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES, INCLUDING THE NO SMOKING POLICY.

THE POST IS SUBJECT TO ENHANCED DISCLOSURE AND DISQUALIFICATION BY ASSOCIATION DISCLAIMER CHECKS BEFORE AN OFFER OF APPOINTMENT WILL BE MADE. IT WILL ALSO BE SUBJECT TO RECHECKING AS APPROPRIATE.

Date: June 2025.

Person Specification

Qualifications & Training	Essential Criteria	Desirable Criteria	Application Form/letter	Interview	Task
Minimum GCSE at grade 5/C (or equivalent) in English & grade 4/C Maths.	✓		✓		
Additional qualifications relevant to the post (e.g. a higher qualification in English)		✓	✓		

Experience	Essential Criteria	Desirable Criteria	Application Form/letter	Interview	Task
Working in an education setting with young people.	✓				
Leading and working with small groups of children.	✓				
Deploying a variety of strategies to support positive behaviour.		✓			
Experience of analysing and evaluating data to inform interventions and improve outcomes.		✓			
Good knowledge Microsoft Office (Word, Excel, Publisher, PowerPoint).	✓				
Experience of school data platforms e.g. Class Charts, SIMs.		✓			
Experience of working with a wide range of stake holders.		✓			

Abilities, skills & Knowledge	Essential Criteria	Desirable Criteria	Application Form/letter	Interview	Task
Good command of English – both verbal and written.	✓				
Effective communication and documentation abilities.	✓				
Ability to clearly and directly present findings, conclusions and other information.		✓			
Ability to work independently and within a team.	✓				
A flexible approach to work to meet the needs of the academy.	✓				
Adaptability to changing circumstances/new ideas.	✓				
Knowledge of the Lexonik Literacy Programme.		✓			

Personal Qualities	Essential Criteria	Desirable Criteria	Application Form/letter	Interview	Task
A desire to improve the life chances of young people.	✓				

Resilience and perspective	✓				
Reliability and integrity	✓				
A good sense of humour.	✓				



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