



Application Pack

Application Pack



Higher Level Teaching Assistant (HLTA)

Our Vision:

‘Let your light shine’

‘Let your Light Shine’



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Thank you for your interest in joining the team at Castor Church of England Primary School

Here at Castor, we put children's enjoyment and achievement at the centre of everything we do. We work hard to provide a creative and engaging school curriculum, and there is always plenty going on, and much to celebrate!

The values and aims of our school are built firmly on Christian beliefs and principles, embodied not only in our heritage as a Church School but also in our everyday interactions and activities. It is through the support we give to each other that we build up respect, friendship and effective teamwork.

I hope you find the information in this pack useful, and if you would like further information or would like to visit the school, please feel free to contact us using the information at the end of this pack.

Mrs S Phillips

Headteacher

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We take staff wellbeing seriously Castor. Please see our Staff Wellbeing Charter below:

STAFF WELLBEING CHARTER

At Castor C of E Primary School, we believe that our staff's wellbeing comes first: happy staff means a happy learning environment for all.

Below is a list of some of the small things, which we believe contribute to supporting the wellbeing of our staff and show recognition that their efforts and work are always valued:

Teachers' PPA time can be taken at home – we believe this gives our teachers the time, space and freedom to have opportunities for family time and to do all those things that can't be done in a working day.

Open Door – Senior leaders' doors are always open for advice and to discuss any matters.

Manageable Marking – we believe that teachers should use their time on creating fantastic lessons to meet the needs of their pupils rather than time spent marking.

Free Refreshments – school pays for all tea/coffee/milk for staff.

Staff Meetings – our staff meetings are used purposefully supportive CPD and essential tasks.

End of Term Breakfast – at the end of each term breakfast is provided for our staff to enjoy.

Duties – responsibility for duties is shared equally, as much as possible, to limit additional staff workload.

Social Gatherings – optional meetups are encouraged for staff to relax, unwind and celebrate.

Communication – WhatsApp, Google Calendar and email are used to try to keep everyone as up-to-date as possible with news and events. Staff can opt in and out of these notifications whenever they please, with no expectation of out of hours responses. Deadlines are carefully considered and well publicised.

Duvet Days – we offer all of our staff the opportunity to have a whole school day off per year, no questions asked!

Residential Reward – in recognition of the free time given up attending residential trips we reward each member of staff with a day off.

Mental Health First Aider – it is incredibly important to us that staff know that there is always someone available for them to talk to.

Buddy – new staff have a colleague who can offer support when needed.

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Castor Church of England Primary School is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details: Higher Level Teaching Assistant (HLTA)

Salary: Grade 8 – Grade 9 £32,061-£39,152 FTE (depending on experience)

Hours: 32.5hrs per week

Contract type: Permanent – Part Time

Reporting to: Headteacher

Closing date for applications: 2nd March 2026

Interviews to be held: TBC

Start date: As soon as possible but we are prepared to wait for the right candidate.

Main purpose

The HLTA will:

- To cover and lead class teaching at least 2 days a week
- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

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- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- To Lead a phonics group using the Little Wandle Scheme
- To complete one to one tutoring and booster sessions

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use areas of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Plan for intervention groups

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Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach

Health, safety and discipline

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Communication

- Communicate effectively with pupils, parents/carers, relevant staff and governors

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Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

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Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- Be confident using MyConcern

The HLTA will be required to follow school policies and the staff code of conduct.

The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

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CRITERIA	ESSENTIAL	DESIREABLE
Qualifications and training	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths HLTA or equivalent 	<ul style="list-style-type: none"> First-aid training Little Wandle Training Prevent Training Food Hygiene (or willingness to complete) Forest school training
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting Experience working with children / young people Experience with KS2 children Experience planning and delivering learning activities Experience of planning and leading teaching and learning activities (under supervision) Experience covering classes on a regular basis and building relationships with parents particularly for KS2 Developing and planning for engaging environments 	<ul style="list-style-type: none"> Experience covering classes to cover absence
Skills and knowledge	<ul style="list-style-type: none"> Good literacy and numeracy skills Good organisational skills Ability to build effective working relationships with pupils and adults Skills and expertise in understanding the needs of all pupils Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Excellent verbal communication skills Active listening skills The ability to remain calm in stressful situations 	<ul style="list-style-type: none"> Knowledge of how to help adapt and deliver support to meet individual needs Understanding of effective teaching methods

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	<ul style="list-style-type: none">• Knowledge of guidance and requirements around safeguarding children• Good ICT skills, particularly using ICT to support learning• Understanding of roles and responsibilities within the classroom and whole school context• Knowledge of how to successfully lead learning activities for a group or class of children• Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	
Personal qualities	<ul style="list-style-type: none">• Enjoyment of working with children• Sensitivity and understanding, to help build good relationships with pupils• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school• Commitment to maintaining confidentiality at all times• Commitment to safeguarding pupil's wellbeing and equality• Resilient, positive, forward looking and enthusiastic about making a difference• Capacity to inspire, motivate and challenge children and young people• A team player	

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Notes to Applicants

This job description may be amended at any time in consultation with the postholder.

For this post a school's application form is required to be submitted. Applications will only be accepted from applicants completing the application form in full. We do not accept CV's in support of an application.

Interviews will be offered to those applicants who best demonstrate:

- How skills, abilities and experience match the person specification, taking into consideration the job description.
- Evidence of your commitment to the needs of the role in the school.

If possible, we encourage you to visit the school in advance of applying.

The interview will involve a range of activities including:

- Formal observation
- Pupil Panel
- Panel Interview

Please visit our school website or the school in person for more information.

Completed applications should be emailed to

finance@castor.peterborough.sch.uk

This post is exempt from the Rehabilitation of Offenders act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant(s) may also be required to apply for an Enhanced Disclosure at intervals during their employment whilst in this post.

Thank you for your interest in this post.

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