



**Barr's Hill School**  
*Building Brighter Futures*

# Higher Level Teaching Assistant – Intervention Hub

## Recruitment Pack





## BUILDING BRIGHTER FUTURES

Our story is one of moral purpose. We are a learning community where everyone works collaboratively to plan, spread expertise and tackle challenges together — always focused on putting the needs of our students first. Together we build brighter futures.

### Our Mission

We aim to make a difference by raising the horizons and ambitions of everyone who learns, works, and lives within our diverse communities.

### Our Values

The Trust is committed to building brighter futures. This commitment is underpinned by three core values:

- Student's first
- It's about learning
- No barriers

### Join Us

This is an exciting time to become part of The Futures Trust. Every role here is more than a job — it's real, impactful work that makes a meaningful difference in the lives of our students and their communities. We offer trust wide career paths and invest in outstanding opportunities for our staff to learn, grow, and truly change lives.

**4**

Primary Schools

**6**

Secondary Schools

**9000+**

Students

**1300+**

Staff



**Thank you for  
considering a career  
with The Futures Trust.**

We are delighted to provide you with this recruitment pack, designed to offer all the information you need to embark on a rewarding journey with us.

# Emma Martin

Head Teacher



Placeholder image only



Barr's Hill School is an outstanding school that is committed to Building Brighter Futures for all of its students.

Every decision we make is about the young people we serve, their learning experience and their personal development. We are looking to expand our team of talented professionals who excel in their field to help us on the next phase of our exciting journey.

**We look forward to hearing from you.**



## Job Details

|   |   |
|---|---|
| JOB TITLE   | <b>Higher Level Teaching Assistant – Intervention Hub</b>   |
| OPPORTUNITY   | <p>We are seeking to appoint an excellent Higher Level Teaching Assistant. An ambitious and innovative Higher Level Teaching Assistant will thrive in this environment and will be offered plentiful opportunity for further progression.</p> <p>Under the guidance, direction and in collaboration with the Director of Inclusion and Inclusion Manager undertake specific work with identified pupils, providing a complementary service to that provided by teachers, in relation to SEMH support and reading comprehension. Enhance the learning of pupils who need help and support to overcome barriers to learning in order to achieve their full potential. Use advanced/high level of knowledge and specialist skills across a range of specialist disciplines, thus contributing to raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour.</p> |
| REPORTING TO  | Inclusion Manager   |
| LOCATION  | Based at Barr's Hill School with a requirement to travel to work at or for schools in the Trust.  |
| SALARY/HOURS  | Grade 4 £26,243 - £29,838 per annum (£22,772- £25,892 per annum pro rata salary)<br>37 hours per week, term time only plus 1 week (39 weeks per annum)<br>Mon – Thu: 8.00 am – 4.00 pm / Fri: 8.00 am – 3.30 pm   |
| BENEFITS ENHANCING WORKING LIVES  | <ul style="list-style-type: none"><li>- Competitive rates of pay</li><li>- Professional development opportunities</li><li>- Career pathways across the Trust</li><li>- Teacher / Local Authority Pension Scheme</li><li>- Online retail discount</li><li>- Employee Assistance Programme</li><li>- Family Friendly policies to support family &amp; carer commitments</li><li>- Flexible Working Arrangements</li></ul>   |
| <p><a href="http://www.thefuturestrust.org.uk/why-work-for-the-futures-trust">www.thefuturestrust.org.uk/why-work-for-the-futures-trust</a></p> |   |

# Job Description

## Job Purpose:

Under the guidance, direction and in collaboration with the Director of Inclusion and Inclusion Manager undertake specific work with identified pupils, providing a complementary service to that provided by teachers, in relation to SEMH support and reading comprehension. Enhance the learning of pupils who need help and support to overcome barriers to learning in order to achieve their full potential. Use advanced/high level of knowledge and specialist skills across a range of specialist disciplines, thus contributing to raising standards of attainment, improving attendance, reducing exclusions and maintaining good standards of behaviour

## Duties and responsibilities:

- To be fully involved in all stages of the planning cycle of Internal, Alternative Provision Programmes as guided by line manager, ensuring full and effective evaluation of children's curriculum experiences, i.e. planning for children's curriculum experiences, organising and managing learning experiences, intervene in/direct experiences, assess quality of experiences and recording achievement. (Higher level of involvement and contribution with reduced supervision).
- Deliver agreed AP and learning experiences to identified pupils/ groups.
- Monitor students on part-time timetables, working collaboratively with the Inclusion Manager and Hub Leads/Directors.
- Implement and monitor student profiles and support with quality first wave 1 teaching by preparing resources and adapting materials to suit individual students with either specific or general learning needs.
- Monitor needs of individual pupils and, in conjunction with teaching staff, to develop appropriate measures to acknowledge progress and achievements, overcome problems and to facilitate physical, emotional and education development of pupils and groups of pupils.
- Promote student independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self-reliance and to support students in social and emotional well-being.
- Support the role of parents/carers in student's learning and contribute to meetings with parents/carers to provide constructive feedback on student progress.
- Assisting in the implementation of programmes designed by other professionals such as educational psychologists, and speech and language therapists.
- Assist with the provision of general care and welfare to pupils and to be mindful of the need to maintain a safe environment at all times.
- To ensure that pupils are able to safely use equipment and materials provided and be aware of the range of resources available.



### **Duties and Responsibilities Continued:**

- Support and contribute to the overall ethos/work/aims of the school.
- Promote pupil independence in learning, and reinforcing the child(ren)'s self-esteem through praise and encouragement, assisting with the promotion of independence activities and mobility skills and enabling the pupil to access the normal routines of the classroom

### **Professional Development**

- Maintain personal professional development to ensure that the knowledge and skills required to fulfil the role of are up to date.
- Be a professional role model, and understand and promote the aims of the School and the values of the Trust.



## ▼ Person Specification

| AREAS                               | ESSENTIAL CRITERIA  | DESIRABLE CRITERIA   | MEASURED BY                     |
|-------------------------------------|---|--|---------------------------------|
| <b>EDUCATION AND QUALIFICATIONS</b> | <ul style="list-style-type: none"><li>• GCSE English, Maths and Science at Grade C or above or equivalent</li><li>• Educated to GCE Advanced Level / NVQ Level 3 or equivalent</li><li>• HLTA status or qualification to be achieved within 18 months of starting in post</li></ul>   | <ul style="list-style-type: none"><li>• A level 3 or 4 qualification of specific relevance to role</li></ul> | Application Form Certificates   |
| <b>SKILLS AND ABILITIES</b>         | <ul style="list-style-type: none"><li>• Highly organised; can prioritise and work well under pressure.</li><li>• Able to communicate effectively both verbally and in writing with a range of audiences including students, teachers, other professionals and parents</li><li>• Strong ICT skills and the ability to interpret and use data to inform effective learning strategies.</li><li>• Able to be proactive, pre-empting student needs.</li><li>• Able to inspire and motivate young people to achieve their goals.</li><li>• Able to understand curriculum content and make it accessible to students.</li><li>• Ability to plan lessons and series of lessons that enable students to make progress in their learning</li><li>• Able to implement action plans for individual and groups of students.</li><li>• Able to create, adapt and modify materials and resources to make them accessible to students.</li></ul> |  | Application Form Interview Test |

| AREAS                                 | ESSENTIAL CRITERIA  | DESIRABLE CRITERIA | MEASURED BY                     |
|---------------------------------------|---|--------------------|---------------------------------|
| <b>SKILLS AND ABILITIES CONTINUED</b> | <ul style="list-style-type: none"> <li>• Able to support with the implementation of the school's Behaviour Policy and SEN Policy.</li> <li>• Able to work as an effective team member and work on own initiative.</li> <li>• Ability to organise, lead and motivate individuals and a team.</li> <li>• Able to maintain confidentiality and data security.</li> <li>• Able to consistently produce high quality work.</li> <li>• Be able to form professional relationships with students, some of whom may have additional needs.</li> </ul>   |                    |                                 |
| <b>EXPERIENCE</b>                     | <ul style="list-style-type: none"> <li>• A minimum of 2 year's classroom experience, or relevant work with young people in one of a range of fields such as education, youth work, health and social work.</li> <li>• Proven ability in providing in-class support to children and young people.</li> </ul>   |                    | Application Form Interview      |
| <b>KNOWLEDGE AND UNDERSTANDING</b>    | <ul style="list-style-type: none"> <li>• Ability to use and interpret data.</li> <li>• Knowledge of the different ways students learn.</li> <li>• Ability to find solutions to complex problems.</li> <li>• Understanding of the needs and characteristics of young people and their families.</li> </ul>   |                    | Application Form Interview Test |
| <b>OTHER REQUIREMENTS</b>             | <ul style="list-style-type: none"> <li>• A professional role model who is committed to their own professional development and to developing others</li> <li>• Committed to and able to promote the aims of the school and the values of the Trust: Learners First, It's about Learning, No Barriers.</li> <li>• Values diversity and the unique contribution that every individual makes to the learning community</li> <li>• Able to work calmly under pressure and withstand stress</li> <li>• Demonstrates professionalism, loyalty and integrity</li> <li>• Able to work flexibly, and to attend meetings and INSET days as required</li> </ul> |                    | Application Form Interview      |



## How to apply

**Closing date:**  
**16<sup>th</sup> February 2026**

**Interviews:**  
**To be Confirmed**

If you wish to find out more about this role and a career within The Futures Trust please contact the Recruitment Team:  
**tel: 02477 102134**

To apply for this post, please complete the online application form found at:

[\*\*www.thefuturetrust.org.uk/work-with-us/current-vacancies\*\*](http://www.thefuturetrust.org.uk/work-with-us/current-vacancies)

On application please read the following policies found at:  
[\*\*www.thefuturetrust.org.uk/work-with-us/recruitment-pack\*\*](http://www.thefuturetrust.org.uk/work-with-us/recruitment-pack)

- Barr's Hill Safeguarding & Child Protection Policy
- Safer Recruitment Policy
- Suitability Policy
- GDPR Privacy Notice for Applicants



**The Futures Trust are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment.**

The successful candidates for all positions will be subject to an enhanced DBS check and Social Media check.