



Archbishop Blanch
SCHOOL

ARCHBISHOP BLANCH CE HIGH SCHOOL

JOB PROFILE

“Archbishop Blanch School is committed to safeguarding and promoting the welfare of children and young people”

Post Title: Higher Level Teaching Assistant (Maths)
Working Time: 32.5 hours per week Monday to Friday 8.20am – 3.20pm – 39 weeks per year (including Inset days)
Grade: NJC 5 pt 17-24
Disclosure Level: This post is subject to a current Enhanced Disclosure
Line Manager: Head of Maths

The post holder is required to support and encourage the school’s Christian ethos and its objectives, policies and procedures as detailed in the current Staff Handbook and Policy File.

Purpose of the Role

To support high-quality teaching and learning in Mathematics across Key Stages 3 and 4, and KS5 where appropriate, contributing to improved student confidence, progress and attainment. Working with guidance from the Mathematics team, the HLTA will deliver planned lessons, support targeted intervention and help students of varying abilities to overcome barriers to learning.

Key Responsibilities

Teaching and Learning

- Deliver pre-planned Maths lessons to whole classes during teacher absence or PPA cover, with clear guidance and support from teaching staff.
- Lead small group and targeted intervention sessions to address identified gaps in knowledge.
- Support students in understanding key mathematical concepts across KS3–KS4.
- Use agreed strategies and adapted resources to support a range of abilities, including high-attaining students and those with SEND.

Assessment and Progress

- Support the assessment of student work and provide constructive feedback, working within departmental guidance.
- Help monitor and track student progress in intervention groups, working with teaching staff where appropriate.
- Liaise with teaching staff to report on student progress and outcomes.

Supporting Students

- Provide one-to-one and small group support for students who need additional help in Maths, including those with SEND, EAL or other barriers to learning.
- Promote positive attitudes to learning and help students build confidence in numeracy.
- Encourage resilience and independent learning strategies.

Behaviour and Classroom Management

- Support positive behaviour in line with the school’s behaviour policy, using established routines and support systems.
- Create a safe, inclusive, and purposeful learning environment.
- Supervise students during lessons and other school activities as required.

Curriculum Support

- Support the preparation and adaptation of Maths resources, working from planned curriculum materials and in collaboration with teachers.
- Contribute to revision sessions, booster classes, and exam preparation activities.
- Support enrichment activities such as Maths clubs or competitions.

STAFF/JOB PROFILES

Wider School Contribution

- Attend departmental, pastoral, and staff meetings as required.
- Participate in professional development and training opportunities to develop confidence and expertise in the role.
- Support school policies, including safeguarding, equality, and inclusion.
- Contribute to the wider life of the school community.

OTHER SPECIFIC DUTIES:

To ensure the efficient movement of pupils between lessons and the good behaviour of pupils on corridors

To ensure pupils are wearing the correct uniform

To be a designated First Aider

To attend Departmental meetings, Parents meetings, Open Evening, Prizegiving and other activities if relevant

To play a full part in the life of the school community, to support its distinctive mission objectives and Christian ethos and to encourage students to follow this example

To promote actively the school's corporate policies including full regard to the school's Equal Opportunities Policy

To continue personal development as agreed

To cover lessons for staff absent from school

To comply with the schools' Health and Safety Policy and undertake risk assessments as appropriate

To undertake any other duty as specified by STPCD not mentioned in the above

NOTES

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The responsibilities for this post are subject to the general duties and responsibilities contained in The Statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget Policy and have regard to clause 4(1) (f) of the Teacher's Conditions of Employment.

This job description is current at the date shown but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the job which are commensurate with the salary and job title.

ARCHBISHOP BLANCH CE HIGH SCHOOL
PERSON SPECIFICATION
HIGHER LEVEL TEACHING ASSISTANT (MATHS)

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The governors will seek evidence of the following:

Essential Criteria

Experience

While we are ideally looking for candidates with the following experience, we are also open to recruiting individuals who demonstrate strong potential in these areas:

- Experience working with young people, ideally within a secondary school or similar educational setting.
- Experience supporting learning through tutoring, intervention, mentoring, or helping young people develop confidence in Maths or numeracy.
- An understanding of how to support students with a range of needs and abilities, along with a willingness to develop practice in supporting students with SEND.

Qualifications

- HLTA status, a relevant Level 4 qualification, or equivalent experience would be welcomed; candidates with strong relevant skills and a willingness to develop will also be considered.
- GCSE Maths and English at Grade 4/C or above, or equivalent qualifications.
- Strong confidence in Mathematics, with the ability to support learning up to GCSE level.

Knowledge and Skills

- A good understanding of key mathematical concepts and a willingness to develop knowledge of the secondary Maths curriculum.
- Ability to explain mathematical concepts clearly and effectively.
- Ability to build positive relationships and support good behaviour in a classroom or learning environment.
- Willingness to use information about student progress to help identify gaps and support learning.
- Competent ICT skills and willingness to use school systems and educational technology as part of the role.

Personal Attributes

- Passion for improving outcomes in Mathematics.
- Strong communication and interpersonal skills.
- Ability to work independently and as part of a team.
- Patient, resilient, and adaptable.
- Commitment to safeguarding and promoting student welfare.

Desirable Criteria

- A-Level or degree in Mathematics or a related subject.
- Experience covering whole classes in a secondary school setting.
- Knowledge of GCSE exam requirements and intervention strategies.
- Experience supporting students with specific needs (e.g. dyscalculia).