



A QUALITY EDUCATION FOR ALL



Job Application Pack

Higher Level Teaching Assistant - Phonics



ZENITH
MULTI ACADEMY
TRUST



Higher Level Teaching Assistant - Phonics
Required: September 2026
37 hours per week
Monday to Thursday 8.00am - 4.00pm
Friday 8.00am - 3.30pm
Term time only
Scale 5 point range 10-13
Actual Salary £23,158 - £24,303

We are seeking an enthusiastic, skilled and dedicated Higher Level Teaching Assistant (HLTA) to work directly with our students to deliver a high-quality phonics programme.

This is an exciting opportunity to make a significant impact on the literacy development of students who require additional support with reading, spelling and phonics.

The successful candidate will need to have experience of supporting students with literacy difficulties and understand how literacy barriers impact learning across the curriculum.

You will play a key role in delivering exceptional phonics interventions, supporting students to develop the foundational literacy skills needed to access the wider curriculum and achieve their full potential.

You will need to strive to demonstrate, embed and uphold the school's PRIDE core values of Positivity, Resilience, Integrity, Dignity and Equality in order to support the character development of all students.

Here at The King John School we pride ourselves on our excellent high standards and performance. Whilst experience within an education setting would be useful, it is not essential as full training will be provided.

We can offer you:

- A dedicated, enthusiastic, friendly and experienced hardworking team of staff
- The opportunity to develop within a highly effective multi academy trust
- Free Benenden Medical Healthcare cover
- Local Government Pension Scheme
- A school that is committed to continued professional development

Applications

To apply for the role [Click here to apply](#).

CVs will not be accepted without a completed application form.

You must complete the application form fully and give details of all employment, training and gaps in employment since leaving secondary school to the present day. Any additional information, which you wish to bring to the notice of the selection panel, should be included in your letter of application (supporting statement). Please ensure you say why and how you meet the criteria from the person specification in your letter of application. Full job description and person specification can be found at the end of this pack.

Shortlisted applicants may be screened prior to interview by checking social media sites. The purpose of such screening will be to ascertain whether a candidate demonstrates appropriate conduct, behaviour, and suitability for employment in a school environment.

Closing date: 26th August 2026

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email recruitment@zmat.co.uk or telephone 01702 426707.

We look forward to receiving your application. You will be notified of your application status within two weeks of the vacancy closing date.

Safeguarding Children & Young People

The Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Welcome from the CEO



It gives me great pleasure to welcome you to our Trust, and I very much hope this job application pack gives you a sense of what it is like working in our Trust, including our vision and values.

We are a small, locally-based Trust in South East Essex, currently comprising one primary school, three secondary schools, and one special school: Laindon Park Primary School and Nursery, The James Hornsby School in Basildon, Castle View School in Canvey Island, and The King John School in Benfleet, and Castledon School in Wickford.

We are intentionally a small Trust and very much see our role as central to the communities we serve.

As a member of staff within the Trust, you become part of a dynamic network of staff working to achieve a shared vision for all of our children. You become a valued member of a small group of schools, able to shape the education of future generations. In doing so, we hope that you feel really well supported

in your career, and that your well-being is always considered. As a member of our Trust, you engage in a professional learning journey which develops you as a practitioner, and allows you to use your talents to transform lives and make a genuine difference.

Our Core Purpose

To enhance the life chances of every child and drive social equity.

Mission Statement

A quality education and experience for all.

Values

Dignity

Collaboration

Positivity

Aspiration

Vision

Zenith Trust will ensure excellence across the pillars of high quality, inclusive education, school improvement, recruitment and retention, finance and operations, and governance and leadership. We will harness the transformative power of collaboration so that all students attend truly outstanding schools.

Regardless of background or need, all students will achieve highly and have high levels of well-being, because they are taught and supported by the very best staff, who are well-trained and supported, buy into Zenith’s vision, and are committed to providing a quality education for all. School leaders act ethically, inclusively, and always with the child’s best interests at heart. Our students will be aspirational for themselves, enjoying their time at school, and flourishing as individuals within a safe, secure and nurturing environment.

All Zenith schools value students’ social, moral, cultural, and spiritual development, building exceptional character so that students are kind, resilient, and inspired to be life-long learners. By working closely with the families and local communities we serve, and listening to students’ voices, students will be well-prepared for life in a modern, tolerant Britain. They will secure outstanding academic outcomes and high quality destinations, always well-prepared for their next steps. As adults, they will lead happy, purposeful, and rewarding lives, and make a positive contribution to the world.

Andy Hodgkinson
Chief Executive Officer

Why work for Zenith Multi Academy Trust?

Thank you for considering Zenith Multi Academy Trust as your potential new employer.

If you share our commitment to securing transformational change and sustainable school improvement, and would like to be part of our vision to provide excellence in education, we would love to hear from you.

In return we can offer you:

- A friendly Trust, which places staff wellbeing and development at the forefront of everything we do
- School settings with excellent facilities
- Access to high quality and bespoke CPD across the Trust, including a collaborative project with the Education Endowment Fund (EEF)
- A supportive and positive Early Careers programme run in partnership with National Institute of Teaching (NlOT)
- The opportunity to develop your career with and across the Trust Schools
- The Trust is an early adopter of the new NPQs

Staff Wellbeing

The Trust is committed to providing a safe and healthy working environment for all staff, and supports management practices that promote good health and wellbeing for all its employees. The Trust recognises that wellbeing and performance are linked. Improving employees' ability to handle pressure and to balance work and home life will ultimately lead to improved individual and Trust performance, including better outcomes for students.

The Trust has adopted a number of policies to support our commitment to staff wellbeing, including:

- Mental Health and Wellbeing policy, which focuses on the Trust's commitment to maintaining the health and wellbeing of staff
- The Health and Safety policy, which provides a framework for, and measurement of, safe places to work; and
- The staff Recognition and Reward policy, which ensures our staff feel valued for the work they do and recognised for the contribution they make.

The wellbeing and training of our staff are seen as critical in creating the most effective and talented staff team. The high calibre of our staff means that we are constantly striving to improve so that we can provide the outstanding level of education that all our diverse and amazing young people deserve.

Continuing Professional Development (CPD)

At Zenith Multi Academy Trust, all staff are encouraged to develop their knowledge, skills, understanding, and attitudes to enhance their professional work, regardless of experience. We work towards 'a culture of excellence', where all staff have the opportunity to continue to improve and sharpen their knowledge and practice. All staff who work in the Trust also have access to our innovative, online learning platform 'Zenith Institute', which provides staff with bespoke training and access to the latest research. The Trust pays for membership of a whole range of professional/subject associations, which staff can access free of charge.

Working for Zenith brings other benefits:

- Free Benenden Healthcare Scheme
 - GP 24/7 - Access to a GP 24 hours a day seven days a week for you and your immediate family
 - Access to a Mental Health Helpline 24 hours a day seven days a week
 - Medical Diagnostics
 - Medical Treatment at one of the hospitals in Benenden's treatment network for certain procedures.
 - Physiotherapy
 - Access to a care adviser who can provide advice and information on adult care services
 - Access to a care adviser who can provide advice and information on Neurodiversity and Disability services
 - Cancer Advice Service
 - Mental Health Counselling Support
- Access to Benenden Healthcare rewards and discounts scheme
 - 46% off digital fitness subscriptions
 - 22% off activity trackers from Fitbit
 - Save up to 11% on the cost of gift cards of E-Gifts
 - Lifestyle shopping vouchers – save 6%
 - Home movies rentals – save up to 40%
- VIVUP Employee Assistance Programme and Lifestyle savings membership
- On site staff counselling programme
- Access to Bike2Work scheme
- Annual calendar of wellbeing events
- Eye sight tests
- On-site free medical health checks
- On-site free flu jab clinics
- Free access to on-site gym facilities
- Generous Teachers' Pension and Local Government Pensions schemes
- Generous annual leave entitlement for full-time support staff up to 29 days + 8 bank holidays per annum





A QUALITY EDUCATION FOR ALL

Daniel Steel, is the Headteacher at The King John School. As a parent of two young children himself, he leads the school through the eyes of a parent, with very high expectations and aspirations for his students. The King John School is a popular, oversubscribed school where students' very high attendance and levels of achievement reflect their commitment and enjoyment of school life. The school is a large, mixed comprehensive with a well-established sixth form, and serves the ever-growing communities of Thundersley and Benfleet, as well as welcoming students from further afield.

To enable their students to be happy and successful learners, they strive to create a caring, supportive, and aspirational learning community, with high expectations and opportunities for all. They believe in offering a broad and balanced curriculum to enable students to flourish as individuals, and to achieve future success in whatever they choose to become later in life. This includes a strong emphasis on sport and the Arts. Opportunities for extra-curricular activities are extensive for all to support in developing knowledge, skills, and cultural capital beyond the classroom setting. These opportunities include enterprise, creative performing arts, and a wide variety of trips and visits. Added to this, their sporting expertise which puts them at the top of the county and national championships in a whole range of sports you will see the school has a lot to offer. They strive to nurture and develop global citizens of the future by celebrating success and valuing aspiration. There is a strong focus on developing students' character by instilling the King John PRIDE values of positivity, resilience, integrity, dignity, and equality. They are determined every student should maximise their potential.

The recruitment, retention, and training of fully-qualified staff play a key part in their drive to secure strong academic outcomes for all students, and to instil a life-long love of learning. They understand the vitally important role of partnerships between families and school, and value their relationships with all members of the community they serve.

They have a thriving sixth form, which has been significantly extended to provide a wealth of additional state-of-the-art facilities. Students achieve well in a wide range of subjects and over a three year trend, the results are in the top 15% of over 2000 schools with 68% A*, A or B grades at A-level. Students' destinations are very strong, and they progress to Higher Education, including Cambridge and other Russell Group universities, apprenticeships, and employment.



Laindon Park is a small school located in a rural, unspoilt area. Their building retains a Victorian character with many historical features. The Headteacher of Laindon is Cristina Portoles, who ensures that they are a school where the child is at the heart of everything they do and leads the decisions they make.

"Pupils enjoy learning and playing together at this small, friendly school. They are confident that everyone is welcome here. From the early years, children learn to share ideas and equipment. Older pupils proudly take on roles in the school to help each other and to care for the school environment," (Ofsted February 2023).



Castle View School

Pursue Excellence | Be The Best

Steve Durkin is the Headteacher of Castle View School. The school is a place where students are put first in everything the school does. Their aims are to pursue excellence, to be the best they can be and they achieve this by working together with parents and the wider community to bring out the very best in their young people.

A good education inspires, opens doors, and makes a difference to the lives of individuals, their families and the wider community. Therefore, the school takes their responsibilities as educators very seriously, doing all they can to help their students achieve anything and everything they set their minds to. The school also takes great pride in providing a happy and harmonious learning environment – one where every student is known as an individual.

As well as valuing academic success, the school strives for every child to become a well-rounded, caring, and confident individual who plays a part in their community, and has the skills and mind-set to contribute positively to its wider society.



The James Hornsby School

Together we excel

The James Hornsby School is an oversubscribed 'Good' school; as rated by Ofsted, where students are at the heart of all they do. They have a strong family ethos where they believe "Together we excel".

The Headteacher, Tammy Nicholls firmly believes that investing in staff is a priority to ensuring every student receives a high quality education, enabling them to achieve their best. Family, Pride, Ambition, and Excellence are their key drivers for success not only for their students, but for their staff as well. As such staff retention and well-being is high.

The James Hornsby School is extremely proud of the strong family ethos that has been built, which focuses on developing personal character, resilience, independence, and removing barriers to success. They have a vertical tutoring system and every student and staff member are placed into a college structure, this strengthens the sense of belonging.

Their ethos ensures a safe and happy environment where students are at the centre of all they do. They have highly effective safeguarding structures in place and work in collaboration with parents and carers to ensure high levels of attendance, welfare and outcomes.

They have created an environment where all students can make great progress, this is underpinned by a well-structured curriculum that is rigorous and aspirational and is supported by Quality First Teaching.

The ultimate purpose is to ignite hope, drive ambition, and advance the life chances of everyone who is part of their family. They will help students gain qualifications that will open the door of opportunity and develop the character to get them through.

They welcome the chance to meet with you and discuss your development opportunities as part of the James Hornsby and Zenith family!



Simon Holliday is the Headteacher of Castledon School. This school is a community special school based in Wickford, Essex that aims to unlock the potential of learners aged 5 to 19 with moderate learning difficulties and complex needs. Their motto is "Unlocking Potential".

They work closely with parents, staff and students to create a safe and inclusive community that is based on mutual respect and understanding. Staff, parents and students helped devise the "Castledon Code" which encourages all within their community to be safe, kind, and responsible.

Their school has a range of facilities and resources to support their students' learning and development, including specialist classrooms and equipment, therapy rooms, a sensory room, a soft play area, a music studio, a swimming pool, animal care shelters, and an art room. Their students have access to a range of pathways, including life skills, vocational, and academic. They work with their learners and families to identify their goals and aspirations and offer bespoke pathways that are tailored to each individual student.

Their school has won several awards, including the 2022 Essex SEND Teacher of the Year award. They also recently won the Educational Business Award for Environmental Practice in 2022, and the Community Award in 2021, Academy Partnership Award, and SEN Provision Award in 2019.

They invite you to follow them on Instagram to keep up to date with their school community.



Testimony

Working at The King John School for the past 4 years, including my ITT and NQT year, has provided me with fantastic opportunities to develop. I have been able to attend CPD to upskill my A-level knowledge, allowing me to teach two science A-levels. I have been encouraged to attend emerging leaders training and subsequently appointed an Assistant Head of Year role. Since then, I have also attended middle leaders training to further develop within my role as a pastoral leader.

- Science Teacher, The King John School

On starting my role as an LSA at KJS my first impressions were how supported, knowledgeable and friendly the staff were across the board (on all levels). As an LSA my Job role is to provide support to pupils with special educational needs and to help them integrate as fully as possible in all activities within the class. KJS offer excellent training and opportunities to develop your career, you are fully supported and recognised for your achievements. In the four months that I have worked at KJS I have gained valuable experience and a range of assessment techniques to enable me to progress further within my role.

- LSA, The King John School

I would like to sing the praises of everyone who has supported me in the school over the last year and a half. There are way too many to name (the whole school staff is super supportive – any questions or concerns I shared, if the staff member I spoke to didn't know how to deal with that, they would point me in the direction of the person who could). Even though I was based in the English department, staff from all over the school were prepared to help in any way they could. Again, I feel that this is also reflected when the staff members are dealing with the students. I just cannot fault the support system in place – ESPECIALLY during the pandemic. Overall, my experience at The King John School has been positive and valuable to me and I hope that I am able to continue here for a very long time.

- ECT English Teacher, The King John School

Having started as a trainee in the English Department back in 2011, I am thankful to have had over ten wonderful years working at this fantastic school. The school's focus on CPD has enabled me to attend numerous courses over the years which has had a really positive impact on my teaching and learning knowledge. The support and guidance from my colleagues has given me the confidence to teach across all three key stages, from 11-18 year olds, and it has been a real privilege to have a positive impact on the learning and life chances of these students. Whether it be helping our Year 7s with the transition from primary school, or Year 13s with their university applications, I have found these opportunities hugely rewarding. I have also been encouraged to develop and progress in other aspects too and have and have been given many additional responsibilities over the years. I can honestly say that my colleagues are supportive, hardworking, dedicated and passionate and my students are enthusiastic, well-behaved and intellectually curious. These things combined have made this a truly fun, fulfilling and hugely enjoyable place of work.

- Teacher of English and PSHE Coordinator, The King John School

Job Description

Job Title	HLTA (Level 1)
Grade	Scale 5
Reports to	An assigned teacher
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To work with teachers as part of a professional team to support learning activities for classes, groups and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques. To cover classes as required in the absence of the teacher. Level 1a HLTAs will be expected to deliver pre-prepared lesson plans, to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher. HLTAs work under the professional direction of a teacher and within an agreed system of supervision.
Principal Accountabilities	• Use detailed knowledge and specialist skills to support and progress pupils' learning • Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs.
Duties	SUPPORT FOR THE TEACHER • Organise an appropriate learning environment • Monitor and record pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • Provide objective and accurate feedback and reports to teachers • Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment • Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence • Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc • Work in collaboration with other learning support assistants in the classroom.

	SUPPORT FOR PUPILS • Establish productive working relationships with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils within the classroom • Support pupils consistently whilst recognising and responding to their individual needs • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement SUPPORT FOR THE CURRICULUM • Use ICT effectively to support learning activities and develop pupils' competence and independence in its use • Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds
General	• Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

HLTA Level 1 (M)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience Meet Higher Level Teaching Assistant standards
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid Understand classroom roles and responsibilities and your own position within these
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Full working knowledge of ICT to support learning
Communication	Written	Ability to write detailed reports, letters etc
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment
	SEN	Successful completion of training to support SEN if appropriate
	Curriculum	Working knowledge and experience of implementing national curriculum and other relevant learning programmes Good working knowledge of specialist curriculum area(s) if appropriate

		Understanding of statutory frameworks relating to teaching
	Child Development	Detailed understanding of child development and learning processes Ability to assess and record progress and performance and recommend appropriate strategies to support development Motivate, inspire and have high expectations of pupils
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately Use own initiative and work independently
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances, situations
	Creativity	Demonstrate creativity and an ability to resolve problems

		independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others

