



**HIGHAM LANE
NORTH ACADEMY**

Higher Level Teaching Assistant – HLTA (SEMH)

September 2026

Salary: £28,985 to £32,127 (dependent on service and experience) (pay award pending effective 1 April 2026 not included – likely to be at least an additional 3.3%)

37 hours per week, 39 weeks (Term-Time only plus 5 INSET days)



Welcome to Higham Lane North Academy

Higham Lane North Academy is a school where 'everyone belongs and everyone is included.' Our students know that they are part of 'Team North', and as North Stars we ensure that they benefit from our exceptionally high expectations alongside our high levels of care, nurture and support. Our highly effective and well-designed pastoral system places the wellbeing of students at the centre of our school, where through our House System and the role of House Champions, we ensure that students feel safe and happy with the confidence to thrive.

Our students live by our motto that we are 'proud because we always do what is right' and they exhibit our school values that 'we are conscientious, we are compassionate and we are confident' both within lessons and beyond. Due to our strong and robust processes and systems, students learn the highly ambitious curriculum exceptionally well. They are highly motivated and commit to the comprehensive range of ambitious and enriching opportunities that are available to them beyond the classroom.

We opened our school in September 2026 to 150 students. As we embark upon our second year at HLNA, as a highly popular and over-subscribed school again, you will be joining at a unique time where you will support our continuing growth as an exceptional school. Committed to the highest standards for education, as a team of dynamic and committed professionals, we look forward to your ideas and contributions as we seek to embed our very strong practice in this pastoral role.



Kirstie Robinson
Headteacher

**We are proud because we
always do what is right.**

Higher Level Teaching Assistant

We are seeking a highly motivated Higher Level Teaching Assistant who will ensure that the North Star students that you work with feel safe, heard, and valued—and, as a result, are able to thrive in all aspects of school life.

Working closely with the Pastoral team, Learning Support team and SENDCO, you will further develop your teaching support skills in this role. You will use a range of strategies to support students in all aspects of school life. This support will be both within the classroom with their academic studies and as a key worker to support their general or specific needs beyond the classroom.

Above all, you will act as an inspirational role model, encouraging students to embody our school value: *'We are proud because we always do what is right'*, playing an active role in promoting our ethos that *'everyone is included and everyone belongs.'*

Our wonderful students are excited to work closely with a HLTA who will make a difference and become a significant and trusted presence in their school journey over the coming years.

We look forward to receiving your application!



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**We are proud because we
always do what is right.**

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Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust. Our growing Trust currently consists of a diverse family of five schools in the Nuneaton area: a large junior school, primary special school, a secondary special school and two mainstream secondary schools. We have a sixth school – a new 2 form entry primary school in Nuneaton - opening in September 2026.

Our Trust's core values summarise what is important to us and what we actively promote:



working together and with others to achieve the very best for the staff, pupils and families that we serve.



recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.



ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes



Andrew Dickinson
Chief Executive Officer

Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.



We have a number of core benefits which include:

Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning
- We listen to what your career aspirations are and how we can support you within your role
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs)

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more

We are proud because
we always do what is right

Compassion - Compassion - Confidence

00-014

Reprographics



How to apply

Please apply by clicking <https://centralenglandacademytrust.face-ed.co.uk/vacancies>

Alternatively, please visit the Higham Lane North Academy website and click on 'Vacancies'. The closing date for applications is 8pm, Tuesday 23rd June 2026.

The closing date for applications is midday, Monday 22nd June 2026

Please address the following points when completing the 'Additional Information' section of the application form: -

- Why you feel your personal qualities and experience make you an excellent candidate for this position;
- Your specific ideas about what you can do as a Teaching Assistant to ensure students at Higham Lane North Academy are safe, happy and thrive within all areas of school life.

Your Environment



The school building and grounds

Higham Lane North Academy's building and grounds have been planned to create a learning environment that provides high-quality educational provision, academic excellence, exceptional pastoral care and personal development in a school that is at the heart of the community. Our convenient location provides easy access from the new Northern Link road that links new housing developments in the north and east of Nuneaton, from the A5, and by bus. There is also a dedicated walking/cycling lane along the new access route and a secure compound for bike storage.

The impressive, state of the art facilities include:

- An impressive assembly hall
- A well-stocked library and learning space
- Designated staff work room areas with facilities
- IT-rich classrooms
- Spacious dining hall with outdoor canopy
- Drama studio
- Dance/activity studio
- Curriculum habitat areas
- Outdoor learning spaces
- Indoor Sports England accredited sports hall
- Four outdoor tennis/basketball/volleyball/netball courts
- Four outdoor multi-use pitches for sports such as rugby, football and athletics plus a grass running track around the largest of these with capacity for field events
- Outdoor amphitheatre
- Separate optional entrance for children with SEND
- Designated SEND garden
- Meadow grass planting and flowering lawns creating an ecological corridor across the site



**HLNA is a school where everyone belongs
and everyone is included.**

HLNA staff benefit from:

- 01** A supportive, collaborative working environment that places staff workload and wellbeing at the heart of all working practices.
- 02** A clear behaviour and praise policy that enables all teachers to teach, and all pupils to learn effectively with a highly visible and supportive senior leadership team. This includes a centralized detention system, ensuring that you are fully supported with your practice.
- 03** A commitment to an ambitious, broad and balanced knowledge curriculum that is highly considerate of teacher workload and wellbeing, particularly around planning, assessment and feedback.
- 04** Research-based teaching and learning practice and strategies developed with workload and wellbeing in mind. Alongside this you will work within an environment that has a genuine passion and enthusiasm for teaching and learning that will enable you to thrive and flourish within the classroom.
- 05** Weekly CPD opportunities with a careful balance between whole-school, subject and personal priorities to be even more effective.
- 07** Opportunities to obtain professional qualifications and develop your career over the coming years in a growing school. We will provide bespoke career stage training such as NPQH and ELP (Exemplary Leadership Programme).
- 08** The opportunity to work with a highly experienced, effective, forward-thinking and ambitious senior leadership and Trust team.
- 09** A supportive senior leadership and trust team that will regularly seek your feedback to hear your views on what is going well, and how we can be even more effective, giving you control over your work practice and contributions.
- 10** The opportunity to work collaboratively with other schools within our Trust, particularly with Higham Lane School and Oak Wood Primary and Oak Wood Secondary Schools.

Duties and responsibilities



BROAD DESCRIPTION:

To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and occasionally with whole classes where the assigned teacher is not present.

To support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.

This involves undertaking specified work (see * below), involving planning, preparing and delivering learning activities to individual pupils/groups or, short term, for whole classes and monitoring, assessing, recording and reporting on pupil development, progress and attainment.

(*Under S133 of the Education Act 2002, specified work is defined as :

- a) planning and preparing lessons and courses for pupils
- b) delivering lessons to pupils. Includes delivery via distance learning or computer aided techniques
- c) assessing and recording the development, progress and attainment of pupils
- d) reporting on the development, progress and attainment of pupils.

'Pupils' includes work with individual pupils as well as groups and whole classes).

To be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher assigned (^) to the class or group. He/she will operate with a high level of delegated authority under an agreed system of supervision.

(^ Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them).

Responsibility for people (other than employees supervised/managed):

The post has considerable impact on the wellbeing of individuals or groups, through contributing to policy development and review and to the development and delivery of learning activities.

Responsibility for staff:

The post has some responsibility for others, through demonstrating good practice, guiding/advising and directing other staff/volunteers who support teaching and learning.

Responsibility for budget:

The post has no direct responsibility for financial resources, though could be involved in occasional handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources:

The post has some direct responsibility for physical resources, including safe/secure record keeping and maintenance and management of learning resources.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Support to pupils:

- Support pupils' learning including working with individuals and small groups, using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
- Create, write, update and review targets on pupil passports termly and distribute to staff
- Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage all in activities
- Support pupils consistently whilst recognising and responding to their individual needs
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Provide for general care, safety and welfare of pupils, which includes tasks connected with their social inclusion and support with personal care and physical care (such as placing students in and out of standing frames)
- Supervise students during social times.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- Hold a recognised and relevant NVQ level 2 qualification and have undertaken
- other appropriate training (preferably leading to national standards at NVQ level 3)
- or be able to demonstrate equivalent knowledge, experience and skills.
- Minimum GCSE (or equivalent) English and Maths at grades A-C
- Have good communication and listening skills and be able to present information
- verbally and in writing to parents and external agencies.
- Have experience of TA work.

Organise and manage learning activities (including learning environment and resources) in ways which keep pupils safe.

Under agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate

Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, against pre-determined learning objectives.

Objectively assess, provide feedback and reports as necessary on pupil development, progress and achievement.

Within the school's discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.

Support the role of parents in pupils' learning and contribute to meetings with parents to constructively feedback on pupil progress/achievement.

Administer and assess/mark tests and invigilate exams/tests

SUPPORT TO THE CURRICULUM:

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs
- Use ICT effectively to advance learning and develop pupil' competence and independence in its use.
- Devise, organise and manage safely the learning activities, teaching space and resources, taking account of pupils' interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Provide a bespoke English and Maths curriculum to students who are significantly working below their peers e.g KS1 level
- Pre teach key vocabulary and subject content at KS3 and KS4

SUPPORT TO THE SCHOOL:

- Be involved in and contribute to whole school policy development
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and comply with these. Report concerns to an appropriate person.
- Contribute to identification of appropriate out of school learning activities, deliver / co- ordinate these, in accordance with school policy
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate effectively with parents/carers, teachers and with other agencies/professionals to support achievement and progress of pupils and to share and provide information
- Contribute to the overall ethos/work/aims of the school
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Model good practice and contribute to planning and delivery of appropriate inset
- Be responsible for LSA cover and break/lunch Duty Rota.

These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.

The School will endeavour to make any necessary reasonable adjustments 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.

Person Specification



Qualifications and training



- Minimum GCSE (or equivalent) English and Maths at grades A-C.
- Hold a good overall level of education
- Holds HLTA status, by meeting the national professional standards for higher level teaching assistants (HLTA status has equivalence to NVQ level 4)

Experience



- Have considerable experience of working to support children/pupils learning with SEN
- Have understanding and experience of ICT as a learning tool and how this can support and enhance students learning
- Have experience at delivering a variety of interventions linked to cognition and learning
- Have experience at teaching at Primary level

Skills and knowledge



- Understand the SEN Code of Practice and Warwickshire Inclusion Charter.
- Have a detailed understanding of working with pupils with Cognition and Learning difficulties and Communication and Interaction difficulties.
- Have a detailed understanding of working with pupils with specific learning difficulties.
- Have a detailed understanding of working with pupils with physical disabilities
- Have a detailed understanding of working with pupils with SEMH needs.
- Have a knowledge and understanding of effective differentiated teaching and learning, assessment for learning and marking and feedback techniques.
- Have an understanding of how to measure student's progress

Personal qualities



- Good communication and listening skills and able to present information, verbally and in writing
- The ability to motivate, influence and inspire students to achieve their best performance.
- The ability to ensure excellent Behaviour for Learning of students
- The ability to be well organised, keep efficient records and to meet deadlines.
- To be able to work effectively as a member of a team.
- The ability to take responsibility for your own professional learning
- Energy, commitment, perseverance, enthusiasm and resilience
- A good health and attendance record

Further Conditions of Service:

- To undertake any other responsibilities as may reasonably be directed by the Headteacher.
- To support and maintain the ethos of the School and its aims and values.
- Follow and implement all school policies and procedures.
- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with your year group.

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- Our staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct:
- Staff uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
 - showing tolerance of and respect for the rights of others.
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Staff must have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.





Contact Us

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