



Meole Brace School

Learning - Respect - Success

Applicant Information

HLTA

32.5 Hours Per Week

Required to start: Flexible depending on
resignation period





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Learning - Respect - Success

January 2026

Dear Colleague

Thank you for taking the time to consider applying for the post of HLTA. We are looking to appoint an enthusiastic and motivated individual to run our new in-house alternative learning classroom. This provision supports KS3 and KS4 students throughout their school journey, offering stability, structure, and ambition for some of our most vulnerable learners. This role combines academic provision, pastoral support, and family liaison, ensuring that every student accessing the provision experiences a strong sense of belonging and the confidence and progress to succeed.

The ethos of our school is based on our core values of Learning, Respect and Success – our aim for our students is that they are happy and successful. This can sound simplistic but our view is that students' progress and fundamental enjoyment of learning hinges on their well being.

If you are interested in applying for the post, and want to join a school that always seeks to improve, through a mixture of hard work, ideas and commitment, then please complete the application form and return for the attention of Mrs Julie Richards, Meole Brace School, Longden Road, Shrewsbury, SY3 9DW or via email to recruitment@meole.co.uk. by **12pm on Wednesday 4th February 2026**.

We are very proud of our school and we would like the opportunity to share it with you and therefore encourage you to come and visit us on a normal working day.

Yours sincerely,

Hannah Wright
Acting Headteacher



Acting Headteachers: Mary Pope & Hannah Wright

Meole Brace School **01743 235961**
Longden Road admin@meole.co.uk
Shrewsbury SY3 9DW www.meolebrace.com





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About Meole Brace School

Meole Brace School is a caring and cheerful community committed to developing academic, personal and social skills of all our students to the highest standards. We are an 11-16 Academy, with approximately 1350 students on roll. Our principal aim is to enable them all to lead happy and successful lives, in school and beyond. Through our core values of 'Learning, Respect and Success', we encourage all our students to be self confident, to enjoy learning and to achieve their full potential. Excellent teaching and learning is at the heart of everything we do, but we also believe that all young people can thrive if they feel valued, feel safe and are suitably challenged. We are proud of our reputation as a vibrant school with high expectations. We are all fully committed to providing a stimulating and high quality learning experience for all.

"The school has an impressive knowledge of each pupil, underpinned by comprehensive and systematic tracking. It pays close attention to identifying and removing any barriers to pupils' success" Ofsted 2024

"I've been incredibly impressed with the school since our son started. The values upheld by our family are upheld at school. You've helped him become the young man we want him to be" Parent Survey

We have a wide ranging CPD program as well as individual pathways for staff at all levels of their career. We are part of a local multi-academy trust (Trust Schools) which includes 9 schools, 5 of which are secondary schools. This provides us with further valuable opportunities to share best practice and work collaboratively. Further information can be found here: <http://www.trusted-schools.com/>

Meole Brace aspires to the highest possible standards and is constantly developing and promoting innovation. Staff enjoy a strong sense of team spirit and well being and are fully supported by a dedicated leadership team. We operate on an ethos of mutual respect and kindness.

Meole Brace School is "a respectful and positive environment where students feel safe and enjoy attending school". "The school's behaviour policy places a strong emphasis on rewarding positive behaviour and respectful attitudes". Ofsted 2024





Advertisement HLTA

HLTA

(£21,198—£22,994)

£14.82—£16.08

Grade 7 (SCP 12—17)

Term Time only Plus 2 PD Days

Required to start: Flexible depending on resignation period

We are looking to appoint an enthusiastic and motivated individual to join our Literacy Team at Meole Brace School.

The successful candidate will need to have recent experience of working with children of a relevant age in literacy development and be committed to raising standards and to gaining the best outcomes for all students.

The post holder will be responsible for the daily the planning, delivery and management of a small in-house alternate provision. They will plan to meet the bespoke needs of small groups of pupils who follow various different pathways to enable their success. The post holder will focus particularly on improving literacy and numeracy skills, as well as delivering curriculum-based project work and accredited qualifications such as AQA unit awards and functional skills to KS4 pupils.

Visits to the school are welcomed; please contact Mrs Julie Richards on 01743 235961 to arrange a visit.

For further information about the school and an application pack, visit our website:
www.meolebrace.com.

Completed application forms should be emailed to recruitment@meole.co.uk.

Closing date: Wednesday 4th February 2026 @ 12 Noon

Interview date: Monday 9th February 2026

Meole Brace is committed to equal opportunities, safeguarding and promoting the welfare of children and young people, and we are committed to diversity and gender equality in our hiring practices. We expect all employees to share this commitment. All appointments will be subject to a satisfactory Disclosure and Barring Service (DBS) check.

Acting Headteachers: Mary Pope & Hannah Wright

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Shrewsbury SY3 9DW **www.meolebrace.com**





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Job Description – HLTA

Details of Post

- ◆ HLTA
- ◆ Reporting to: Literacy Leader
- ◆ Main Workplace: SENDCo
- ◆ Term time plus 2 PD Days
- ◆ 32.5 hours per week (Monday to Friday)
- ◆ Grade 7 (SCP 12—17) £14.82—£16.08

The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check.

Purpose of Post

To facilitate the inclusive education for those students who have difficulty accessing the full curriculum, and therefore assist in removing/reducing barriers to learning in order to improve achievement.

Working under the guidance of the senior leader responsible for inclusion and under an agreed system of supervision, to support access to learning for pupils in a small alternate learning classroom, including support for individual Education Health Care Plans (EHCPs). This could include those requiring detailed and specialist knowledge in particular areas, and those who need particular help to overcome barriers to learning.

This will involve planning, preparing, and delivering learning activities for individuals / groups and monitoring pupils and assessing, recording, and reporting on pupils' achievements, progress and development.

(This post may have line management responsibility for other teaching assistants within the school, including training, appraisal, and the allocation and monitoring of work).



Principal Duties and Responsibilities

1. Support for Pupils

- ◆ Be responsible for improving literacy skills (including reading) to targeted individual and small groups, delivering and overseeing a range of interventions.
- ◆ Deliver accredited curriculum to small groups, such as functional skills or AQA unit awards.
- ◆ Pay particular attention to those students who are disadvantaged and/or have English as an additional language.
- ◆ To audit, monitor and evaluate the impact of these interventions.
- ◆ Provide feedback to children.
- ◆ Complete relevant documentation to assist in the tracking of students, including data entry from assessments.
- ◆ Communicate with key stakeholders (e.g. parents/carers, teachers) on progress made.
- ◆ Use strategies to support pupils to achieve learning goals.
- ◆ Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.
- ◆ Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against determined learning objectives.
- ◆ Manage the compilation of records, information, and data, and produce reports for analysis.
- ◆ Administer and assess routine tests, undertake routine marking of pupils' work, and accurately record achievement / progress. Measure progress from baseline tests.
- ◆ Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- ◆ Establish constructive relationships with parents / carers as agreed, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

2. Support for the Curriculum

- ◆ Support pupils in understanding instructions.
- ◆ Implement structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- ◆ Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teachers.
- ◆ Be responsible for the management of stock levels, including the management of a budget and the regular audit of resources.
- ◆ Actively seek information regarding, and utilise, the range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.



Job Description – HLTA —Continued

3. Support for the School

- ◆ Be aware of and support difference and ensure that 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 the achievement and progress of the pupils.
- ◆ Support the development of multi-agency approaches to supporting pupils.
- ◆ Attend and participate in relevant meetings as required.
- ◆ Participate in training and other learning activities and performance development as required.
- ◆ Recognise own strengths and areas of expertise and use these to advise and support others.
- ◆ Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- ◆ Be responsible for the provision of out of school hours learning activities, within guidelines established by the school.
- ◆ Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- ◆ Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.

4. Management Responsibilities

- ◆ Co-ordinate timetables, referrals and any other staff delivering in the space.
- ◆ Liaise between managers / teaching staff and support staff.
- ◆ Hold regular team meetings with managed staff.
- ◆ Represent support staff at teaching staff / management / other appropriate meetings.
- ◆ Undertake recruitment / induction / appraisal / training / mentoring / of other support staff.

Job Description – HLTA—Continued

5. Other Responsibilities

- ◆ Be aware of and comply with all school policies and procedures
- ◆ Be aware of and support difference and ensure equal opportunities for all
- ◆ Contribute to the overall ethos/work/aims of the school
- ◆ Appreciate and support the role of other professionals
- ◆ Attend and participate in relevant meetings as required
- ◆ Participate in training and other learning activities and performance development as required.

6. Safeguarding

- ◆ Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Safeguarding JD for school staff.

7. Data Protection and other statutory responsibilities

- ◆ Be aware of and comply with data protection responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Data Protection JD for school staff.

8. Other Duties

- ◆ Any other duties that the Headteacher, EHT/ CEO/ Governing Body/ Trustees feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

Review and Signatures

- ◆ This job description is subject to review by the Headteacher/EHT/ CEO/ Governing Body/ Trustees in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Job Description and Personal Specification agreed by:

Post holder:

Signed: **Date:**

Name of line manager:

Signed: **Date:**



Meole Brace School

Achievement · Respect · Community

Person Specification – HLTA

	Essential	Desirable
Qualifications	<ul style="list-style-type: none">◆ Higher Level Teaching Assistant (HLTA) status◆ Teaching Assistant NVQ Level 4 or have completed training of a similar standard (including NNEB or a certificate in Literacy & Numeracy for Support Assistants)	<ul style="list-style-type: none">◆ First Aid qualification◆ Teaching Assistant Induction Training
Work or relevant experience	<ul style="list-style-type: none">◆ At least 6 years relevant experience working in an educational setting◆ Experience of classroom administration support◆ Ability to plan and organise effectively◆ Ability to work with small groups or an individual pupil	
Knowledge and understanding	<ul style="list-style-type: none">◆ An in-depth and detailed knowledge of school based education including child development◆ National learning strategies including Literacy and Numeracy◆ Non-school based support agencies	
Skills and Abilities (relevant to post)	<ul style="list-style-type: none">◆ Non-school based support agencies◆ Good communication skills and ability to relate well to children, staff and parents◆ Evidence of working well as part of a team◆ ICT and the willingness to update skills and undertake further training◆ Ability to plan, prepare and deliver learning activities to groups and whole classes◆ Management skills◆ Ability to train, supervise and develop other staff◆ Sufficiently fluent in spoken English to ensure effective performance in the role	

Person Specification – HLTA

Personal Qualities	<ul style="list-style-type: none">◆ Ability to bring to the role, initiative, enthusiasm and commitment◆ Flexibility and reliability◆ Willingness to develop skills with further training	
Special Conditions	<ul style="list-style-type: none">◆ Willingness to undertake an Enhanced Disclosure and Barring Service (DBS) check	