

Briefing Pack for Applicants HLTA Level 4



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: HLTA Level 4

Location: High Storrs School

Pay scale: Grade 5 Point 15-20 (£30,024-£32,597)

Actual Salary: £23,730-£25,764 (Under 5 years of service)

Contract: 34 hours per week, 39 weeks per year, Permanent

Start date: 1st September or earlier if possible

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

High Storrs is a high-performing 11-18 secondary school on the Southwestern outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

Required as soon as possible we are seeking to appoint a hard-working and highly organised individual to undertake the important role of Higher-Level Teaching Assistant.

Candidates are encouraged to visit the school or have an informal discussion about the role with Ian O'Connor, AHT Director of Learning & Inclusion. Arrangements for this can be made by contacting Rachel Farthing, Headteacher's PA rfarthing@highstorrs-mlt.co.uk

The closing date is Wednesday 20th May at 9am with interviews on Friday 22nd May.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence. Further information is available by contacting Rachel Farthing, Headteacher's PA rfarthing@highstorrs-mlt.co.uk

The application form and information pack is available on the Trust website [All Vacancies - Minerva Learning Trust](#) . **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION**

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south-west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2025, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 3.05 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialism in Maths and Computing and in Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Higher Level Teaching Assistant – Level 4
GRADE/SALARY	Grade 5, Scale Point 15 – 20
HOURS/WEEKS	34 hours per week / 39 weeks per year
LOCATION	High Storrs School
RESPONSIBLE TO	SENDCO Director of Learning & Inclusion
RESPONSIBLE FOR	To be discussed with the successful candidate (will include an area of SEND interventions, as well as supporting the oversight of students attending Alternate Provision).
PURPOSE OF THE JOB	To teach high quality lessons to a range of intervention groups ensuring they master foundational skills to enable them to thrive at HSS and beyond. To develop and deliver a range of high impact interventions to enable students to thrive at HSS. To support the achievement, engagement and well-being of students with SEND. To coordinate and oversee some duties with the SEND team (to be discussed). To work collaboratively with other members of the SEND team (including TAs, Learning Mentor and Volunteers within the department) to support students with SEND.
RELEVANT QUALIFICATIONS	Meet higher level teaching assistant standards or equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths. Emergency First Aid at Work (or be prepared to undertake training) Administration of Medication in Schools (or be prepared to undertake training). Experience in supporting or delivering literacy and numeracy interventions (at primary or secondary level).

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

TEACHING & LEARNING

- Under the direction of SENDCo and Director of Learning & Inclusion, plan, and deliver agreed learning activities for the SEND students. This will be in a variety of group sizes.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Organise and manage appropriate learning environment and activities.
- Record progress and achievement in lessons and other learning activities (including interventions) systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support and encourage the role of parents/carers in students' learning.

SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning (e.g. through intervention, one to one work, small group work, teaching and other bespoke support)
- Ensure that students with SEND categories are supported to access the curriculum (and all aspects of school life), achieving all they can.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom (sharing key information and strategies to support classroom teachers)
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all students in all aspects of school life.
- Promote independence and other key learning behaviours (e.g. A2L). Employ strategies to recognise and reward achievement and development of learning behaviours.
- Provide feedback to pupils in relation to progress and achievement (and the development of learning behaviours)
- Attend parents evening, as appropriate, to feedback on student progress.
- Support transition (at all transition points) for our more vulnerable students.
- Under the direction of Director of Learning and Inclusion ensure students who access AP are supported in their choices and that all processes are carefully followed so that students are safe on AP and learning well.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g., literacy, numeracy, KS3, KS4 and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds.

Advise on appropriate deployment and use of specialist aid/resources/equipment.

SUPPORT FOR THE SCHOOL

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Establish constructive relationships and communicate with other agencies/professionals/community groups to support achievement and progress of vulnerable pupils.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Work with the Director of Learning and Inclusion and the SENDCO to target appropriate support for students within SEND groups.
- Support the transition team to support students with SEND.
- Contribute to whole school CPD to enable all staff to best support students with SEN
- Undertake performance development reviews (and other line management responsibilities) as needed to ensure the smooth running of the inclusion team.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: HLTA

Minimum Essential Requirements

Method of Assessment

QUALIFICATIONS AND TRAINING

Meet higher level teaching assistant standards or equivalent qualification or experience.

AF

Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.

AF

AA

Training in the relevant learning strategies e.g. literacy. Specialist skills / training in curriculum or learning area e.g. bi-lingual, sign language, ICT.

AF

KNOWLEDGE AND EXPERIENCE

Good understanding of child development and learning processes

AF

I

Working knowledge and experience of implementing national curriculum and other relevant learning programmes/strategies

AF

I

Strong classroom practitioner with good pedagogical knowledge

AF

I

Must have excellent proven skills in Literacy to support students with low reading ages

AA

I

Can manage behaviour of pupils in a reasonable manner

AA

I

R

Working knowledge of students within vulnerable groups – Pupil Premium and/or disadvantaged, EAL and SEND.

AF

AA

I

PROFESSIONAL DEVELOPMENT

Constantly improve own practice / knowledge through self-evaluation and learning from others

AF

SKILLS

Excellent interpersonal skills

AA

I

Can use ICT well to support learning

AF

AA

Can complete and maintain pupil records

I

Has practical and organisational skills to prepare and manage educational resources

I

Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	AF			
QUALITIES AND ATTRIBUTES				
Ability to relate well to children and adults		AA	I	
Can maintain trust and confidentiality where appropriate	AF		I	R
EQUAL OPPORTUNITIES AND SAFEGUARDING				
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF		I	
A commitment to safeguarding students.	AF		I	
Suitability to work with children.			I	R
A commitment to equal opportunities.	AF		I	
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF	AA	I	

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA, rfarthing@highstorrs-mlt.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs-mlt.co.uk by the closing date.