

The Role

Title:	Higher Level Teaching Assistant (Maths Department)
Contract:	Permanent
Hours:	37 hours per week, term time only
Grade:	7
Annual Salary:	£26,705 - £30,287 (FTE £31,067 - £35,234) (depending on experience)
Start Date:	As soon as possible
Closing Date:	Midday- 13th April 2026
Interview Date:	TBC

An exciting opportunity has arisen for a Higher-Level Teaching Assistant to join our experienced team at Upper Shirley High School, part of Hamwic Education Trust (HET).

We are looking to appoint a versatile, resilient and committed Higher Level Teaching Assistant to join our team who are dedicated to placing students at the heart of their learning experience. The successful candidates will be able to deliver high quality support across Key Stages 3 & 4 for students with a variety of additional educational needs, helping them to overcome barriers to their learning, while developing their sense of self-belief and worth.

Alongside offering targeted classroom and individual support across the school, the role will also include providing lesson cover across a range of departments. The post will be based predominantly within the Maths department, taking an active role in delivering Maths content, leading lessons where required and helping to maintain a consistent and high-quality learning experience for students. This role would attract a calm and approachable person who is able to carefully treat every child as an individual, supporting them to thrive. The successful candidate will be joining a team of department-based HLTAs.

USH is a heavily oversubscribed community school with just over 1050 students and 140 staff. We are incredibly proud of our family ethos and our success in delivering values-led education. Our students are vibrant, aspirational and well-behaved. We are known for our excellent career progression routes and we attract professionals who are willing to contribute to our sustained success.

USH is a Leading-Edge School, consistently ranked high in Hampshire schools for overall achievement. USH is pleased to be an SSAT Leadership Delivery Partner. The school was delighted to be awarded SSAT accreditation for Engaging with Evidence and Research in 2026 and for Transforming in Professional Learning in 2025.

If you are motivated to make a difference to the lives of young people and have a commitment to excellence, then this could be the job for you. Please do not hesitate to contact us if you have any questions about the role or would like to come into school to see the USH family in action.

The successful candidates will be:

- Highly motivated
- Able to establish a rapport with adults and children
- Able to demonstrate qualities of patience, firmness, humour and sensitivity
- Steadfast in their belief and action, that the curriculum should be accessible for all

APPLICATION PROCEDURE

We positively encourage prospective candidates to enquire about our school prior to applying. Please contact our recruitment team via email or telephone 02380 325333. Full details and application forms can be downloaded from our website: http://uppershirleyhigh.org/staff_vacancies. Please return your completed applications to recruitment@ushschool.org.

To give your application the best chance at being short-listed, where at interview you can demonstrate suitability for the role, please ensure you read the person specification and job description and give examples in your application. Should you be new to the education sector or do not have direct examples related to the person specification, do please provide examples from a similar experience.

Please submit your application as soon as possible as we may invite candidates to interview before the closing date.

SAFEGUARDING

All schools within the Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

THE JEFFERYS EDUCATION PARTNERSHIP

The Jefferys Education Partnership is part of an umbrella Trust called the Hamwic Education Trust. At the Hamwic Education Trust we offer unique opportunities for those individuals that excel in education.

We aim to deliver an outstanding education to our pupils and to do so we must employ **outstanding** people.

We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.



CPD

01

Excellent CPD opportunities to support you through all stages of your career.



06

Vivup provides benefits and discounts for cinema trips, leisure activities, days out, travel bookings, high street vouchers and more.



INDUCTION



An individual induction programme for all new staff to support your transition to USH.

02



EYE TESTS



Free eye tests up to the value of £25 for users of VDU equipment and contribution up to the value of £60 towards the purchase of glasses.

07



NETWORK

We have strong network groups for all staff across the city and Hampshire to support all roles.

03



WELLBEING

Free confidential telephone and face to face counselling for staff and family members. Access to the Trust Health and Wellbeing pages.

08



FLU JABS



FREE Flu vaccinations for all staff on site.

04



FLEXIBLE TIME



All teachers are able to manage their PPA time flexibly and work off-site if they choose.

09



APPOINTMENTS

Flexible and generous approach to appointments and family events.

05



WELLBEING GROUP

A dedicated staff group looking at workload and wellbeing, meets regularly to review workload and develop the USH Wellbeing Charter.

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Job Description

Title:	Higher Level Teaching Assistant
Hours:	37 hours per week, term time only
Grade:	7
Responsible to:	The applicable Head of Department

Job purpose:

- To complement the professional work of teachers by taking responsibility for agreed learning activities
- To work with and support children with a variety of academic, physical and emotional/behavioural needs on a class, group or individual basis

Key Duties:

- To provide class teaching cover (both planned and unplanned) using lesson plans prepared by the class teacher;
- To assess the needs of pupils and use specialist skills and knowledge to work with individuals or groups of children, as directed by the class teacher and/or SENCo, supporting subjects and learning interventions across the whole curriculum and developing Behaviour Support Plans;
- To establish supportive, caring and secure relationships with the children, promoting respect and self-esteem and a positive, inclusive whole school ethos;
- To understand and respond to the specific academic, physical and emotional/behavioural needs of individuals and groups of children;
- To assist the Head of Department/class teacher/SENCo with the planning, development and delivery of suitable programmes of work for pupils, including those with specific learning needs;
- To select and prepare resources necessary to lead learning activities to support aspects of the curriculum or particular learning outcomes, and to assist and support the children in using them;
- To help, support and motivate the children, encouraging independent learning and enabling learning targets and outcomes to be achieved;
- To monitor and record pupils' progress, mark work, provide relevant feedback to teachers and contribute to reports to parents where appropriate;
- To manage other Teaching Assistants (performance management, training, deployment);
- To assist with general school duties, including setting up classrooms, preparing resources, tidying and clearing away;
- To deliver targeted interventions for individual students and groups with additional needs.

Supporting the school:

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- Be aware of health and safety issues and act in accordance with the school's Health and Safety Policy.
- Carry out lunchtime and break time duties as directed.

Other Duties

The postholder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

The postholder must:

- Ensure that Trust policies and procedures are implemented and followed.
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety.

Person Specification

Title: **Higher Level Teaching Assistant**
Grade: **7**

Skills/ ability/ experience	To do what?	How well? Now or with training?	How important at the time of appointment?
Knowledge & Understanding:			
At least 2 years' experience of working with/ guiding the learning of children within a school setting	To take a lead role in learning activities as set by the class teacher for individuals or groups of pupils	Desirable	3
A good understanding of the school curriculum, and the day to day running of a school	To support the class teacher in the delivery of learning activities for individuals or groups of pupils	Now	4
Understanding of school administration systems and procedures and proven administrative experience/ability	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment To organise learning materials and pupil resources that support classroom activities	With training in specific systems	3
NVQ 3 or above in a relevant discipline, plus at least GCSE Grade C in English and Maths	To provide the theoretical framework and context to undertake the responsibilities of a HTLA	Now	5
HLTA qualification	To provide the theoretical framework and context to undertake the responsibilities of a HTLA	Desirable now (or must be willing to train)	3

Mental Skills:

Ability to observe, monitor and analyse learning and learning outcomes in a practical context	To review pupil performance data analysing trends and identifying where intervention is required to improve performance and attainment	Now	4
Creative ability	To create learning materials, displays and pupil resources that support classroom activities	Desirable	2

Interpersonal & Communication Skills:

Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural	To lead class room based learning for pupils	Now	5
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needs, through good written and oral communication skills	To support the teacher in the preparation of information and materials to be used in discussions of pupil progress with individual pupils, groups and parents/carers as required		
	To develop and maintain effective working relationships with colleagues, pupils and "partners" of the school (Parents, PSA, Governors, Visitors)		
Ability to maintain children's interest and motivation for learning and to maintain discipline	To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school's disciplinary rules	Now	5
Ability to work well as a member of a team	To support colleagues and maintain effective working relationships	Now	5

Physical Skills:

Ability to make and use a variety of resources	To support the classroom learning and assist children with creative work	Desirable; not essential	2
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Initiative & Independence:

Ability to use own judgement and initiative	To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems	With support & training	4
	To advise/support Teaching Assistants		

Physical Demands:

Limited			
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Mental Demands:

Awareness of needs/demands of young children and how they act/react	To react to children's needs and demands and to ensure their safety and welfare	Now	4
	To take charge/supervise classes or groups of children		
Ability to deal with interruptions and unexpected peaks in workload	To cope with situations where several children require attention at the same time	Now	4

Emotional Demands:

Ability to work with, support, understand and empathise with children	To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties)	Now	5
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	To work with children who require special/additional support due to physical and / or emotional needs		
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Responsibility For People:

Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school	Now	5
	To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information		

Responsibility For Supervision:

Supervisory skills	To plan and prioritise the work of the Teaching Assistants and supervise them in line with agreed Performance Management framework	With support	4
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Financial Responsibility:

N/A			
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Responsibility For Physical Resources:

	Some responsibility for safe and secure storage of materials and resources		
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