



**Southfields Primary School**

Believe in Yourself  
Value Others,  
Be proud of your achievement  
Smile, Shine, be happy

# Higher Level Teaching Assistant Application Pack

October 2024





## Southfields Primary School

Dear Applicant,

### Appointment of Higher Level Teaching Assistant

Thank you for your interest in our Higher Level Teaching Assistant post at Southfields Primary School starting as soon as possible.

Southfields is a large primary school with 630 pupils (PAN) and 100 staff. We have a Hub of Excellence for Speech and Language, and endeavour to provide an exceptional education in a vibrant environment for children aged 4 to 11.

We are looking for an inspirational and highly motivated HLTA who will build upon the strengths of the school and work in partnership with all stakeholders and staff to take it forward into its next phase of development. Applications are welcome from highly experienced Higher Level Teaching Assistants.

Visits to the school are strongly encouraged, please contact Mrs Dale (my PA) to arrange a suitable date and time. Additional information is available on the school website [www.southfieldsprimary.co.uk](http://www.southfieldsprimary.co.uk)

All applications must be emailed to [vacancies@southfields.peterborough.sch.uk](mailto:vacancies@southfields.peterborough.sch.uk)

I hope you find the attached information useful and look forward to meeting you.

Yours sincerely,

A handwritten signature in blue ink, which appears to read 'J. Urciuoli', is enclosed within a light blue oval.

Mrs Joanna Urciuoli  
Headteacher



## Southfields Primary School

### A letter from the children of Southfields

We would like to help Mrs Urciuoli, our Headteacher, find a Higher Level Teaching Assistant for our school. We are loveable children who need a kind, funny, clever, fair and patient HLTA who has high expectations of themselves and us.

We would like someone who enjoys coming to school every day and loves spending time with us. We believe in kindness and the positive power of communication.

Mrs Urciuoli believes that our opinions count. We have a great school council which provides us with a positive voice in the school community. We would like our new HLTA to have fun with us, make us work hard and take an interest in us, as well as support trips, visits and residential to interesting places.

We want to learn and try really hard at school, so we want someone who will expect the best from us as well as support us to learn in creative and exciting ways. In return we will make you smile; we will make you happy with our little notes, pictures and 'special homemade gifts', and make you proud.

We look forward to meeting you soon,

The children of Southfields xxx



## Southfields Primary School

Higher Level Teaching Assistant Level 4+ Grade 8  
Salary range £31,067 - £34,314 FTE

Would you describe yourself as someone who could brighten the day of a child no matter what the circumstances? We are looking to appoint an experienced and highly skilled Higher Level Teaching Assistant. The post will include cover for teachers and supporting children with learning both within the classroom and with specific catch-up programmes. Flexibility and the ability to work as part of a team are essential. Hours of work are 32.5 hours per week (8.45 – 3.15pm), term time only including 5 training days.

The successful applicants will be:

- Proven in their ability to cover classes
- Proven in their success with delivering interventions and catch-up programmes
- Positive, self-motivated and personable
- A team player
- Able to use their own initiative
- Highly skilled
- Patient, caring and sensitive to children's/family's needs
- An effective communicator
- Aware of the emotional aspects of learning
- Confident and professional
- Committed to CPD and training
- Committed to the wider aspects of school life

Does our school sound like somewhere you would like to work? If so please take time to visit, meet us all and look around our fantastic school and grounds. This is a unique opportunity and we welcome you to join us on the next part of your career journey. Please contact Mrs Dale (PA to the Headteacher) to arrange a visit. Tel: 01733 562873 or alternatively email: [vacancies@southfields.peterborough.sch.uk](mailto:vacancies@southfields.peterborough.sch.uk)

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment, working closely with families and the local community. All appointments are conditional and subject to an enhanced DBS disclosure and two satisfactory references.

Closing date for applications is 12 noon Friday 15<sup>th</sup> November 2024  
Interviews will take place on Friday 22<sup>nd</sup> November 2024



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### Higher Level Teaching Assistant Level 4 - Grade 8 Job Description

This job description may be amended at any appropriate time, following consultation between the Headteacher and member of staff.

#### Core purpose of post

- To carry out the professional duties of a Higher Level Teaching Assistant as circumstances may require and in accordance with the school's policies under the direction of the Headteacher and Line Manager.

## 1. General Roles and Responsibilities

### 1.1 To support the teachers with planning, teaching and class management

Support allocated pupils by assisting with planning their learning to achieve progression:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEND, Pupil Premium, Able pupils or any other groups or individuals identified by the school for targeted support;
- Support clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching support and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching support methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
  - select appropriate learning resources and develop study skills through library, computing and other sources;



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- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support taking account of pupils' needs by providing structured learning which develop the areas of learning identified in national and local policies and particularly the foundations for English and Mathematics;
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;

1.2 To support the teacher to monitor, assess, record, and report pupils within the class

- support assessing how well learning objectives have been achieved and used to improve specific aspects of supporting teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- support teachers to prepare and present informative reports to parents.

1.3 To support a Co-ordinator to develop an area of the curriculum

- To support subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development with the guidance of the Teaching Staff.
- Contribute to the whole school's planning activities;
- Have a commitment to the wider aspects of school life, such as educational visits, clubs etc.

## 2. Professional Values and Practice

- have high expectations of children and young people with a commitment to helping them fulfil their potential
- establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- demonstrate the positive values, attitudes and behaviour they expect from children and young people



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- communicate effectively and sensitively with children, young people, colleagues, parents and carers
- recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
- demonstrate commitment to collaborative and cooperative working with colleagues
- improve their own knowledge and practice including responding to advice and feedback

### 3. Professional knowledge and understanding

- understand the key factors that affect children and young people's learning and progress
- know how to contribute to effective personalised provision by taking practical account of diversity
- have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
- know how to use IT to support their professional activities
- know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- understand the objectives, content and intended outcomes for the learning activities in which they are involved
- know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) code of practice and disabilities legislation
- know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

### 4. Professional skills - Planning and expectations

- use their area(s) of expertise to contribute to the planning and preparation of learning activities
- use their area(s) of expertise to plan their role in learning activities
- devise clearly structured activities that interest and motivate learners and advance their learning
- plan how they will support the inclusion of the children and young people in the learning activities
- contribute to the selection and preparation of resources suitable for children and young people's interests and abilities





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### **5. Professional skills - Monitoring and assessment**

- monitor learners' responses to activities and modify approaches accordingly
- monitor learners' progress in order to provide focused support and feedback
- support the evaluation of learners' progress using a range of assessment techniques
- contribute to maintaining and analysing records of learners' progress

### **6. Professional skills - Teaching and learning activities**

- use effective strategies to promote positive behaviour
- recognise and respond appropriately to situations that challenge equality of opportunity
- use their IT skills to advance learning
- advance learning when working with individuals
- advance learning when working with small groups
- advance learning when working with whole classes without the presence of the assigned teacher
- organise and manage learning activities in ways which keep learners safe
- direct the work, where relevant, of other adults in supporting learning

### **7. General Professional Duties**

- To respond to such reasonable requests as are made by the Headteacher of the school, or her representative.
- To support the school to deliver the Hub of Excellence for Speech and Language and Communication.
- Contribute to the overall life and work of the school.
- To support the ethos of the school and to contribute to the general wellbeing of all the members of the community: e.g. colleagues, pupils, parents, governors etc.
- To work as a member of the staff team in ensuring the delivery of whole-school policies.
- To be aware of the school's policy and procedures for health and safety.
- To keep up to date with current government and school safeguarding policies.
- To report any disclosures or concerns regarding child protection issues to the Headteacher immediately.
- To share responsibility for the expected standards of tidiness and to respond to needs as they are perceived around the school.
- Set appropriate standards of dress, language and behaviour
- Have proper and professional regard for the ethos, policies and practices of the school.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.





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- Follow procedures for visitors in school – the Headteacher must be informed in advance.
- Maintain high standards in their own attendance and punctuality.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Southfields Primary School is committed to safeguarding and promoting the welfare of children and young people and expects its staff and volunteers to share this commitment. As part of your professional duties you must attend Staff Safeguarding training annually.

### **Variation**

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Governing Body reserves the right to make changes in the job description following consultation with the Headteacher and the school's personnel provider.



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### Higher Level Teaching Assistant Person Specification

		Essential	Desirable	Ascertained by
<b>Qualifications</b>	HLTA status (or qualified teacher experience)		✓	• Application • Interview
	Minimum of Level 4 qualification (GCSE/O-level or equivalent) in English and Mathematics	✓		• Application • Interview
	Other relevant qualifications (e.g. Foundation Degree in Education)		✓	• Application • Interview
	National Vocational Qualifications in Supporting Teaching and Learning		✓	• Application • Interview
	Evidence of continuous professional development	✓		• Application • Interview
	First Aid qualified		✓	• Application • Interview
<b>Experience</b>	Experience of coaching young people	✓		• Application • Interview
	Experience working within a school setting for a minimum of 3 years	✓		• Application • Interview
	Experience of using strategies to manage challenging behaviour	✓		• Application • Interview
	Experience of supporting young people of all abilities including those with SEND, EAL and /or who are Gifted and Talented	✓		• Application • Interview
	Experience of delivering specific intervention programmes	✓		• Application • Interview
	Experience of developing and delivering consistently effective monitoring and tracking of pupils' successes and areas for development		✓	• Application • Interview



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		Essential	Desirable	Ascertained by
<b>Knowledge and Skills</b>	Understanding of how to monitor and track the progress of pupils			• Application • Interview
	Understanding of how, as an adult in an education environment, you can create a culture of high expectations	✓		• Application • Interview
	An understanding of the complex lives that some young people lead	✓		• Application • Interview
	Understanding of safeguarding and ability to apply it to their role	✓		• Application • Interview
	Knowledge of child learning processes and Special Educational Needs	✓		• Application • Interview
	Proven ability to manage a demanding workload, work under pressure and deal with conflicting demands		✓	• Application • Interview
	Ability to overcome communication barriers with children and adults	✓		• Application • Interview
	Ability to understand and implement the school's behaviour management policy	✓		• Application • Interview
	Good understanding of the school's curriculum	✓		• Application • Interview
	Experience of working with collaborative partnerships		✓	• Application • Interview
<b>Personal Attributes</b>	Resilience – the ability to remain calm and work well under pressure	✓		• Application • Interview
	Proven ability to think both strategically and creatively	✓		• Application • Interview
	Ability to use initiative to respond to unexpected problems using recognized procedures and policies as a guide	✓		• Application • Interview



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		Essential	Desirable	Ascertained by
	Excellent communication skills (including written, oral and presentation skills)	✓		• Application • Interview
	A commitment to safeguarding and promoting the welfare of children and young people	✓		• Application • Interview
	Ability to work creatively and collaboratively	✓		• Application • Interview
	Demonstrably professional, honest and loyal	✓		• Application • Interview
	Flexible and open to continuous change	✓		• Application • Interview
	Commitment to our pupils and their learning, wellbeing and safety	✓		• Application • Interview
	Committed to equality	✓		• Application • Interview
	Able to build and maintain successful and purposeful relationships	✓		• Application • Interview
	Ability to work effectively within a team	✓		• Application • Interview