Higher Level Teaching Assistant
Recruitment Pack
Required January 2027



Learning, Achieving and Enjoying Together

ABOUT THE LEARNING PARTNERSHIP TRUST

The Learning Partnership Trust (TLPT) was founded in 2015. We are a small Multi-Academy Trust currently consisting of three primary schools all located within the same geographical area in Essex.

The Board of Trustees are determined to see a high performing and successful Multi-Academy Trust (MAT) that delivers the very best educational experience for all pupils. Our focus is on improving leadership and governance, teaching and learning, raising standards, growing our own leaders, and collaboration. We aim to develop a family of schools that serve the local communities, building a dynamic, local solution to identified and potentially developing needs.

We bring high expectations to everything we do, they are embedded in our culture and our delivery and we are really excited to work with partners who share this ethos.

We have a strong belief in 'learning without limits'. Our primary objective is to create a nurturing, collaborative network of schools that is a beacon of excellence, inclusivity, and equity – empowering our staff, engaging our families, and inspiring every learner to reach their full potential at every stage of their journey.

VISION AND VALUES

The **vision** for The Learning Partnership Trust is to provide **'learning without limits'.**

To achieve the vision our **mission** is to foster an inclusive, collaborative community where everyone feels valued, heard and empowered to thrive. The vision is as relatable to every employee and partner of our Trust as it is to our children.

We have the following values:

- **Integrity**: We believe in honesty and always put children at the heart of our decision making and actions. We lead by example and teach our pupils to act with strong moral character.
- **Unity**: As a family of schools, our trust is built on collaboration; working in partnership with our parents and wider community. By sharing knowledge, expertise, experience and best practices across our schools, we aim to ensure a high-quality learning experience.
- **Empowerment**: We embrace all learners of different backgrounds and ability and champion fairness, equity and inclusivity in all that we do. By nurturing confidence, independence and a sense of belonging, we enable our pupils to take ownership of their learning, fulfil their potential and thrive both academically and personally.

We have a strong belief in the value of lifelong learning. Our staff are the best resource we have and it is our privilege to be involved with such courageous, committed and child-centred individuals. It is with and through them that we will make our vision a reality.

WELCOME TO TAKELEY PRIMARY SCHOOL

Thank you for expressing an interest in joining our Team at Takeley, where every child's potential to learn, achieve, and enjoy is at the heart of what we do. Our rich history dates back to 1869, when we opened as a Penny School, making education accessible to children from all walks of life. Today, we continue that legacy at our modern facilities in Priors Green, Little Canfield, having relocated in September 2012 to better serve our vibrant community.

As a primary school welcoming children from Reception to Year 6, we pride ourselves on being an integral part of the Takeley and Little Canfield community. Our children (and staff) are all part of 'TEAM TAKELEY', drawing on the names of local landmarks as inspiration for our House System – Canfield House, Priors House, Hatfield House and Flitch House. The foundations of our house system are to build strong partnerships and a sense of belonging to create a nurturing and positive environment for all children and staff.



At Takeley, we passionately believe that every child is unique and capable of greatness. Our Core Professional Purpose, "Learning, Achieving and Enjoying Together", reflects our commitment to nurturing each child's skills and talents. Our dedicated staff work tirelessly to cultivate confident, independent learners who enjoy learning and are ready to embrace the opportunities of today and tomorrow.



We offer a diverse array of experiences that nurture our children's academic growth while fostering confidence and curiosity. We provide numerous opportunities for personal development and pupil leadership, such as cultivating qualities and life skills through our School Council, Play Leader Scheme, House Captain and Vice-Captain roles.

Our extensive range of extra-curricular activities further enhances the school experience. Students can participate in various clubs, including Multi Sports, Fencing, Gymnastics, Performing Arts, and our School Choir, which proudly performs at the O2. These activities are thoughtfully designed to immerse every child in meaningful learning experiences, encouraging independence and a love for learning. We are
fortunate as a school community to be supported by a strong PFA with a commendable track record in supporting our fundraising efforts in order to further enrich our school community and the opportunities available to our students.

Join us at Takeley Primary School, where you can be part of our team to support and challenge our learners and inspire the next generation.

WHAT THE PUPILS SAY ABOUT OUR SCHOOL:



"I like coming to school because I love everything."

"The teachers are nice because they always have a smile on their face." "I like Takeley Primary because we have lots of activities and fun after school clubs."

"The trips are really brilliant, especially the school journey where you get to experience things that you might never get the chance to do elsewhere."

"I really like Takeley Primary because the teachers are all friendly and help me."

"I really enjoy making friends and the learning the teachers do with different strategies."



WHAT THE PARENTS SAY ABOUT OUR SCHOOL

"My child quite literally skips to school! He's so excited to go in each morning and always runs out with a smile on his face"

"She loves all that the classrooms and outdoor spaces has to offer"

Please feel free to make contact with me if you wish for an informal walk round or chat before applying.

Mrs Claire Phillips
Headteacher

OUR VISION:

'Learning, Achieving and Enjoying Together'

OUR PURPOSE:

The primary purpose of our school is to ensure all our children learn. When children make progress in their learning a sense of achievement and a feeling of satisfaction in a job well done will follow. Enjoyment is a key factor that promotes learning as a lifelong skill that goes beyond just their school days, but supports them well throughout their working lives. Developing together both teamwork and independence is essential to enhance learning, personal and social skills, so that the children one day can play their part in future societies and help shape the world that we will live in.

OUR AIMS, VALUES AND EXPECTATIONS:

Learning and Achieving

(Quality of Education)

- To provide a high level of learning by developing enquiring minds through stimulating experiences which make us all want to learn more each day.
- To provide a school curriculum which is broad, balanced, coherent, and relevant, that reflects the statutory requirements of the National Curriculum so that the children progress and attain well from their starting points, being well-prepared for the next stage of their education.
- To promote imagination and creative expression through a wide range of opportunities and projects that provide a clear purpose towards 'real-life' learning.
- To establish effective links between the school, home and the wider community which promote aspirations and high expectations that support and enrich the children's opportunities for learning.

Enjoying

(Behaviour and attitudes)

- To develop independent, motivated and determined children who are confident, flexible, respectful and able to cooperate and collaborate with others, while not being afraid to make mistakes but willing to take risks in their learning by challenging themselves.
- To foster a sense of pride in achievement and a desire to succeed.
- 'Together' (Personal development).
- To create and maintain a caring community by encouraging a supportive, safe, understanding and considerate environment that fosters kindness, responsibility, trust and teamwork, along with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different abilities, faiths and beliefs.
- To promote spiritual, moral, cultural, mental and physical development to prepare children for the opportunities, responsibilities and experiences of later life.

This Vision will be achieved through the partnership of children, parents, staff, helpers and Governors all working together.

JOB DETAILS

Job Title:	Higher Level Teaching Assistant
Reporting to:	Headteacher
Contract type:	Fixed term until 31st August 2027 – 10.75 hours per week (Tuesday 10:45am-3:20pm / Wednesday 9:35am-4:45pm)
Pay range:	Scale 6, Point 14-18 - £30,515 - £32,578 pro-rata
Start date:	ASAP

PURPOSE

We are seeking a qualified HLTA who is committed to providing and achieving excellence for all children and have a strong presence within the classroom. We need an exceptional individual who will be able to cover classes/PPA across the school and assist with preparing and planning lessons as required. We welcome applications from qualified teachers or those with an HLTA qualification or equivalent.

RESPONSIBILITIES

- Teaching and learning: Deliver and adapt learning activities to support pupil progress.
- Assessment: Monitor progress and provide clear feedback.
- Classroom management: Maintain a positive, well-managed learning environment.
- Pupil support: Promote independence, inclusion and engagement.
- Teamwork: Work collaboratively with staff and support Learning Assistants.
- Communication: Contribute to communication with parents and professionals.
- Compliance: Follow safeguarding, health & safety and confidentiality requirements.

KEY SKILLS AND REQUIREMENTS

- Teaching and learning: Strong understanding of learning and assessment.
- Behaviour management: Ability to engage and motivate pupils.
- Communication: Clear, professional communication skills.
- Organisation: Able to prioritise, use initiative and work independently.
- Teamwork: Works effectively with staff and pupils.
- Core skills: Good ICT, literacy and numeracy.
- Professionalism: Committed, reliable and adaptable.
- HLTA qualification.

THE APPLICATION PROCESS

We warmly welcome interested candidates to apply by letter / application form and submitting to KCarter@tlptrust.co.uk. Visits or a phone call to the school are positively encouraged to discuss the particulars of the position.

Closing date:	18 December 2026 at 12.00p.m.
Shortlist:	07 January 2027
Interview date:	11 January 2027

THE APPOINTMENT

We are committed to the safeguarding, protection and welfare of children and young people and expect all staff and volunteers to share this commitment. Following Safer Recruitment procedures, all appointments will be subject to an enhanced DBS check, medical clearance and satisfactory references.

The trust is an equal opportunities employer.

It is normal for the Appointment Committee to offer the appointment to the selected candidate on the day of the interview. It is, therefore, important that every candidate be ready to give a definite reply in the event of them being offered the appointment.

The school reserves the right to appoint a suitable candidate earlier than the stated closing date.

JOB DESCRIPTION

Job Title	HLTA LEVEL 1b
Grade	Scale 6
Reports to	Headteacher
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	To work with teachers as part of a professional team to support learning activities for classes, groups and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques. To teach classes as agreed with the class teacher. Level 1b HLTAs will be expected to deliver lessons, assisting with preparing and planning lessons as required, to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher. HLTAs work under the professional direction of a teacher and within an agreed system of supervision.
Principal Accountabilities	• Assist the teacher to plan and prepare challenging teaching and learning objectives • Use detailed knowledge and specialist skills to support and progress pupils' learning • Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs
Duties	*SUPPORT FOR THE TEACHER* • Organise and manage an appropriate learning environment • Support the teaching in preparing lesson plans • Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against learning objectives • Provide objective and accurate feedback and reports to teachers • Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment • Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence • Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. • Support and direct the activities of learning support assistants in the class

	SUPPORT FOR PUPILS • Establish productive working relationships with pupils, acting as a role model and setting high expectations • Promote the inclusion and acceptance of all pupils within the classroom • Support pupils consistently whilst recognising and responding to their individual needs • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement *SUPPORT FOR THE CURRICULUM* • Use ICT effectively to support learning activities and develop pupils' competence and independence in its use • Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds
General	• Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person • Be aware of and support difference and ensure all 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 achievement and progress of pupils • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

HLTA Level 1 (M)

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience Meet Higher Level Teaching Assistant standards
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid Understand classroom roles and responsibilities and your own position within these
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Full working knowledge of ICT to support learning
Communication	Written	Ability to write detailed reports, letters etc
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment
	SEN	Successful completion of training to support SEN if appropriate
	Curriculum	Working knowledge and experience of implementing national curriculum and other relevant learning programmes Good working knowledge of specialist curriculum area(s) if appropriate Understanding of statutory frameworks relating to teaching
	Child Development	Detailed understanding of child development and learning processes Ability to assess and record progress and performance and recommend appropriate strategies to support development Motivate, inspire and have high expectations of pupils
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to make a proactive contribution to the

		work of the team supporting children, their families and carers through thinking, planning etc Ability to work with parents and carers to improve support for children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately Use own initiative and work independently
	Line Management	Ability to manage and support the work of others
	Time Management	Ability to manage own time effectively Ability to adapt quickly and effectively to changing circumstances, situations
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Constantly improve own practice/knowledge through self-evaluation and learning from others

RECRUITMENT AND SELECTION POLICY STATEMENT

1. The Trust Board is committed to:

   - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
   - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
   - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

   and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Trust Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

4. We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

5. The following pre-employment checks will be required where applicable to the role and setting:
   - receipt of satisfactory references
   - verification of identity
   - a satisfactory DBS disclosure if undertaking Regulated Activity
   - verification that you not barred from working with Children
   - verification that you are not prohibited from teaching
   - verification of medical fitness for the particular role
   - verification of qualifications and of professional status where required e.g. QTS status
   - the production of evidence of the right to work in the UK
   - verification of successful completion of/exemption from statutory induction period
   - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
   - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

   NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all preferred candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) prior to their offer of employment being confirmed. When making a recruitment decision Trust will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

   Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

   The Trust Board is committed to ensuring that people who have convictions/cautions/reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification) Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the Trust (unless a waiver can be obtained from Ofsted).

   Positive disclosures will be managed on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

   - The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
   - How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
   - The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
   - The country where the offence/caution occurred.
   - Whether the individual shows or has shown genuine remorse.
   - If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

   This Trust Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:
   - to identify issues which call into question the applicant's suitability to work with children;
   - to verify employment history

   Only information related to the purposes stated will be shared with the panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The Trust processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the Trust's retention schedule.

   A copy of our Recruitment Procedure is available upon request.