

INFORMATION PACK

Higher Level Teaching Assistant (HLTA) Across school role Fixed Term Until January 2027

Overview of the Role

Stanley Grove Primary Academy are looking for a passionate and dedicated experienced Higher Level Teaching Assistant to join the across school cover team.

The full job description and person specification are at the end of this pack.

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Bright Futures Educational Trust

Bright Futures Educational Trust (The Trust) is a multi-academy trust set up in 2011. The Trust is made up of a richly diverse group of schools in Greater Manchester and Blackpool. We are passionate about working together within and beyond the Trust to achieve our aspirational vision: the best *for* everyone, the best *from* everyone. We are an organisation that is underpinned by values of: **community, integrity, and passion**. In everything we do, we remember that we are accountable to the children, families, and communities that we serve.



Our schools have their own identities, form one organisation and have one employer, Bright Futures Educational Trust. Bright Futures' Board of Trustees maintains strategic oversight of the Trust and delegates some of its responsibilities to the Executive Team, Principals, and local governing bodies. We place a high value on integrity and probity and take seriously our accountabilities for making the best use of public money. How decisions are made is described in our delegation framework. You can find out more about the Trustees and the Executive Team on our website: [About Us - Bright Futures Educational Trust \(bright-futures.co.uk\)](https://www.bright-futures.co.uk)

The central team includes the Executive Team: John Stephens, CEO; Lisa Father, Deputy Chief Executive, Charlotte Layton, Director of People & Strategy and Anna Sharpley, Chief Finance Officer.

Bright Futures Development Network is another important outward facing component of our organisation made up of a number of hubs and networks at the heart the Trust. In January 2021, after significant national reforms to the teaching school policy Bright Futures was designated with two new large-scale Teaching School Hubs, which replace the Alliance for Learning Teaching School. This growth and expansion in our outward facing work brings about a significant increase in accountability and reach. The two Bright Futures Teaching School Hubs are designed to provide strong strategic regional leadership to build robust partnerships to support teachers and leaders in every phase and type of school, at each stage of their development. A crucial part of the hub remit is carefully ensuring structured collaboration. The Teaching School Hubs are at the forefront of providing high quality professional development, playing a significant role in the implementation and delivery of: The Early Career Framework, National Professional Qualifications (NPQ), Initial Teacher Training and Continuous Professional Development (CPD). The Hubs work directly with the Department for Education and national NPQ/ECT providers. In addition to this, the Hubs enhance the professional development needs of Bright Futures schools and academies. Within this outward facing area of Bright Futures Educational Trust, we have a commercial offer run through the Alliance for Learning which provides first-class school improvement services and CPD to over 700 schools, further complementing the work of our Teaching School Hubs. Our School-Centred Initial Teacher Training (SCITT) Bright Futures SCITT is also an integral part of the Teaching School Hubs, with over 10 years' experience and judged Good by Ofsted, we offer Early Years, Primary and Secondary teacher training programmes. Within the Bright Futures Development Network, we are also proud to have a Maths Hub: NW1 Maths Hub offering a wide range of maths specific high-quality professional development opportunities and training/coaching to 500 schools.

Stanley Grove Primary School **Parry Rd, Longsight, Manchester M12 4NL**



Stanley Grove is a larger than average primary school, with a PAN of 690, and joined Bright Futures as a sponsored academy in August 2012. The school was fully refurbished in 2016-2017. The new school facilities incorporate the 1902 Victorian building and a large new extension, which provides a modern Early Years Foundation Stage unit and Key Stage 1 and 2 shared learning spaces. The outdoor facilities include a Forest School area and a full sized 3G pitch with flood lighting. The majority of pupils come from minority ethnic backgrounds with the largest group from Pakistani backgrounds. Over 80% of pupils speak English as an additional language and we have 26 different languages

spoken in school. The proportion of pupils known to be eligible for pupil premium funding is significantly higher than national average (52%). The proportion of pupils who have SEN is 20%. We offer a great opportunity to join an organisation which lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, and treated fairly with dignity and respect. Please see the Equality, Diversity, and Inclusion statement on our website: www.bright-futures.co.uk

Our curriculum bring about the aims and values of the school and respond to the particular needs of our community. The curriculum drivers are communication, exploration and creativity. Children are given many opportunities for enrichment through visitors, trips, residentials and as a Gold Unicef 'Rights Respecting School', we promote children's rights and give opportunities to explore the experiences of others whose lives are different to ours. We are also a Nurture UK setting, believing that care and relationships unpin academic success. Mental health awareness is promoted with staff through our Mental Health First Aiders. Developing



communication is one of Stanley Grove's key priorities. We provide screening and support for communication in EYFS and KS1 and are working with Voice21 to become an Oracy Centre of Excellence. Throughout the school, lessons provide children with opportunities to develop their vocabulary and oracy skills. We have been working to ensure our curriculum content reflects our community and promotes diversity. The school won the Youth Sports Trust 'Outstanding Primary School' award in 2019, for our work on increasing opportunities in sports participation. We also won the Manchester Culture Award for Social Equality in 2023 for our work in the Creative Arts. Stanley Grove is a happy school where pupils thrive in the exciting and caring atmosphere. Staff live our Bright Futures vision of 'the best for everyone, the best from everyone', to provide every child with an education that is right for them and widens their horizons. OFSTED inspected Stanley Grove in December 2024 giving school a 'good' rating.

Find out more about our school on the website: [Stanley Grove Primary Academy](https://www.stanleygroveprimary.co.uk)



Why work for us?

We offer a great opportunity to join an organisation which really lives its values. Our working environment is very inclusive and whilst you can expect to be challenged in your role, you will be supported through professional learning, treated fairly and with dignity and respect. Please see the Equality, Diversity, and Inclusion statement on our website: [Current Vacancies - Bright Futures Educational Trust](https://www.bright-futures.co.uk/current-vacancies)

Terms and Conditions

Salary:	Bright Futures Grade 5 Point 12 £28,598- £32,061 (Actual salary £24,597-£27,575) Pay progression is linked to performance.
Working weeks:	This is a great opportunity for flexible working as the role will work 38 weeks during school term time and an additional 5 inset days to be agreed. A total of 39 weeks.
Terms and Conditions	Fixed Term until January 2027 in the first instance
Hours:	36.25 hours per week over 5 days.
Holidays:	You will be paid for the prorata equivalent of 25 days, plus 8 public holidays. This increases to 30 days plus 8 public holidays after 5 years' service.
Pension:	Local government pension scheme. Please take a look at the website: https://www.gmpf.org.uk/ .
Other:	We offer salary sacrifice schemes for purchasing bikes used for travel to work and technology for personal use, through monthly interest free salary deductions. We also offer opportunities for professional development.

For a full explanation of our employment offer please see the booklet on our website:
[Our-Employment-Terms-November-2022.pdf \(bright-futures.co.uk\)](https://www.bright-futures.co.uk/Our-Employment-Terms-November-2022.pdf)

How to Apply

We can only accept completed application forms, rather than CVs. This is because the regulatory guidelines of Keeping Children Safe in Education (2025), require us to check various details of job applicants and an identical application format for each candidate enables us to do this. We use a process that does not identify personal characteristics to the shortlisting panel. This is part of our commitment to equalities and diversity.

NO AGENCIES PLEASE.

Our application form is available online, along with the disclosure of criminal background form. The portal link is: [Stanley Grove Primary Academy, Parry Road, Longsight, Manchester | Teaching Jobs & Education Jobs | MyNewTerm](#)

Please upload the forms by noon on Monday 8th December 2025 (4pm), with candidates being informed that day if they have been shortlisted.

The formal selection process will take place on Friday 12th December, at Stanley Grove Primary Academy.

Keeping Children Safe in Education

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out and references will be sought for shortlisted candidates and successful candidates will be subject to an enhanced DBS check and other relevant checks with statutory bodies.

Data Privacy

You can read the details of how we use the personal data that you provide us with in our Job Applicants' privacy notice on our website: [Applicant Privacy Notice](#)

JOB DESCRIPTION AND PERSON SPECIFICATION

Higher Level Teaching Assistant (Cover Across School)

The post holder will report to the Assistant Principals. Apart from other colleagues in the school, the main contacts of the job are the; Principal, Teaching Staff, other Associate staff, pupils and parents.

Main Purpose of the Job:

To provide teaching cover across the school

To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning programmes and support to individual pupils, small groups and to whole classes.

Responsibility for the management and development of a specialist area in school or across a department, and or leading and deploying primary learning assistants in addressing the needs of pupils who require help to overcome barriers to learning.

Work in collaboration with teaching colleagues to co-ordinate and plan schemes of work to be used by teaching assistants undertaking specified teaching work

Main Duties

Support for pupils

To work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of ILPs

Assess the needs of pupils and use detailed knowledge and specialist skills/training/experience to support pupils learning

Establish productive working relationships with pupils, taking on role model by presenting a positive personal image and setting high expectations

Promote the inclusion and acceptance of all pupils

Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

Promote independence and employ strategies to recognize and reward achievement of self-reliance

Provide feedback to pupils in relation to progress and achievement

Support pupils whilst recognising and responding to their individual needs.

Attend to pupils' personal needs, including minor first aid and provide advice to assist their social, health and hygiene development.

Support for Teachers

Organise and manage appropriate learning environment and resources

Within an agreed scheme, of supervision, contribute to the whole planning cycle, including preparing challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate

Give regular feedback on children's progress to the class teacher and file records

Be responsible for keeping and updating records, information and data, producing analysis and reports as required

Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

Record progress and achievement in lessons/activities systematically and providing evidence of a range and level of progress and attainment

Undertake marking of pupil's work and accurately record achievement/progress

Administer and assess routine tests and invigilate exams

Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required



Provide specialist advice and guidance as required (Attendance, Behaviour, Curriculum).

Liaise with parents/carers, schools and establish constructive relationships and communicate with other relevant bodies to support achievement and progress of pupils

Supporting the role of parents in pupils' learning and contribute/lead meetings with parents to provide constructive feedback on pupil progress and achievement

Take the lead role in the development and implementation of appropriate behaviour management strategies promoting self control and independence

Monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against predetermined learning objectives.

Support for the Curriculum

Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs, including assessment

Contribute to the development of lesson/work plans

Deliver programmes including those linked to local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills

Support the use of ICT in 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

Ensure strategic processes are complied with in order to overcome barriers to learning, including e.g. behaviour management strategies

Comply with and assist with the development of policies and procedures relating to child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff.

Accompany teachers and pupils on educational visits

Assist in maintaining high standards of health and safety at all times.

Maintain good relationships with colleagues and work together as a team.

Deliver out of school learning activities within guidelines established by the school

Contribute to the identification and implementation of appropriate learning activities which consolidate and extend work carried out in class

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 relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement

Take the initiative as appropriate to develop multi agency approaches to supporting pupils

Line Management Responsibilities

Liaise between managers, teaching staff and primary learning assistants

Hold regular team meetings with managed staff

Represent primary learning assistants at teaching staff/management/other appropriate meetings

Undertake recruitment/induction/performance management/training/mentoring for other primary learning assistants

A HLTA may be called upon to provide cover for whole classes e.g. to cover short term teacher absence. During the cover periods, there will be a requirement for the teaching assistant to carry out specified work such as planning, preparation, assessment and reporting.

The HLTA must carry out his or her duties with full regard and commitment to the Governing Body and Trust policies.

HLTA **PERSON SPECIFICATION**

For this job we are looking for:

Experience of working with or caring for children of a relevant age

Experience of working with pupils with additional needs

Numeracy/literacy skills (at a level equivalent to NQF Level 2)

NVQ Level 3 for Teaching Assistants or equivalent qualification or experience

Willingness and ability to undertake HLTA Level responsibilities (refer to HLTA standards)

Willingness to participate in training, performance management and self evaluate learning needs and actively seek learning opportunities

Training in the relevant learning strategies and /or in a particular curriculum or learning area, e.g. bilingual

Ability to relate well to children and adults

Ability to work as part of a team

An understanding of the role of the Teaching Assistant and other professionals working in the classroom

Ability to use relevant technology eg photocopier

Effective use of ICT to support learning

Full working knowledge and understanding of national/foundation stage curriculum and other basic learning programmes/strategic processes and barriers to learning

Understanding the principles of child development and learning processes

Ability to organise, motivate and lead a team

Knowledge of strategic processes and barriers to learning, including e.g behaviour management strategies

Ability to self-evaluate learning needs and actively seek learning opportunities

Willingness to undertake first aid training as appropriate

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.

Self motivation and personal drive to complete tasks to the required timescales and quality standards.

The flexibility to adapt to changing workload demands and new school challenges.

Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of pupils.

Personal commitment to continuous self-development.

A commitment to continuous service improvement.

Be willing to consent to and apply for an enhanced DBS check

Bright Futures Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure by the Criminal Records Bureau. The post is exempt from the Rehabilitation of Offenders Act 1974.