



Queensbury
Academy

Co-operation • Aspiration • Respect • Endeavour

2025/26

APPLICATION PACK

HLTA (Higher Level Teaching Assistant)



WELCOME

anthem

Dear Applicant,

Thank you for your interest in this role with Anthem Schools Trust at Queensbury Academy.

Anthem is an education charity that runs a group of 11 primary and five secondary schools in the East Midlands, London, and the Thames Valley. The trust serves over 8,000 children and young people across its three regions, we are a values-driven organisation with a commitment to integrity, collaboration, and excellence.

Queensbury Academy is the school of choice in Dunstable as it has been oversubscribed for the past four years. It has a growing Sixth Form which has expanded by 25% in the past year thanks to the quality of teaching and the range of courses on offer. There is a real family spirit at Queensbury which is summed up by the academy's CARE values - Cooperation, Aspiration, Respect and Endeavour. Students and staff feel they are recognised for what they do and that they can grow into being better people.

This is an exciting time to be joining the academy and the successful candidate will share a commitment to the school's and Anthem's values, being able to demonstrate the leadership skills required for rapid school improvement, including a relentless drive for educational excellence for all pupils.

Anthem is at an exciting point in its development as a Trust, not only striving to raise standards yet further across our schools, but also looking ahead to the Trust's future and possibilities for growth. The successful candidate will benefit from support and challenge from Anthem's Executive Team and Trustees, as well as the school's Local Governing Body. We provide high-quality training and coaching, alongside induction support and mentoring for those new to post.

More information about this exciting opportunity can be found in the job description and person specification within this recruitment pack. If you feel you have the proven track record, ambition and commitment for this pivotal role, we want to hear from you. If you would like to further discuss the role, please email scaswell@queensbury.anthemtrust.uk to arrange a conversation. You can find information regarding how to apply within this pack.

Yours sincerely,



Mrs. H Palmer
Headteacher

Closing date: Sunday 28th June 2026 at midnight and interviews TBC

The school reserve the right to appoint before the application deadline.

Higher Level Teaching Assistant

Starting – Asap

CBC Level 4a NJC Points 11-15 to start asap Salary: £28,141/52.1437,269 (full time equivalent)

Actual salary for 32.5 hours term time only is £21,427.10 actual salary

Queensbury Academy is a OFSTED rated 'good' comprehensive school situated at the foot of Dunstable Downs in South Bedfordshire. It is part of the successful Anthem Trust which offers incredible support for every professional that works within it.

We are seeking to appoint a dynamic and enthusiastic individual to be a HLTA. We are looking for someone who loves working with children and is aligned with our CARE values – Cooperation, Respect, Aspiration and Endeavour.

As an Academy we offer all staff a:

- Climate for teaching and learning which is calm and engaging.
- CPD and collaborative practice that is full of innovation.
- Focus on staff wellbeing that ensures you enjoy your job and being part of a team.
- Amazing students that will make you proud to be part of the Queensbury family.
- We offer excellent CPD and leadership opportunities.

Closing date: 28th June 2026 at midnight and interviews TBC

The school reserve the right to appoint before the application deadline.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service (DBS). CVs will not be accepted for any posts.





Job description: HLTA

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|----------------------------|---|
| Location | Queensbury Academy |
| Contract term | |
| Full time/term time | 32.5 hours term time only plus five training days |
| Pay range | NJC CBC Level 4a NJC Points 11-15 |
| Reporting to | SENCO, DSL Inclusion |

Job purpose

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main duties and responsibilities

- Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools' policies and procedures
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities
- To provide feedback to pupils, the SENCO and the class teachers
- Support the teaching of the National Literacy Strategy, and National Numeracy Strategy and assist pupils to access the full curriculum
- Be familiar with lesson plans, IEP targets and learning objectives
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others



- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times
- To follow all Health & Safety, safeguarding and GDPR requirements

Monitoring and Assessment

- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement
- Assist in maintaining and analysing records of pupils' progress
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children

Mentoring, Supervision and Development

- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training
- Support and guide other less experienced teaching assistants' work in the classroom when required
- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school
- Participate in staff meetings and training days/events as required

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable
- Understand and implement school child protection procedures and comply with legal responsibilities
- Assist in maintaining good discipline of pupils throughout the school

Other

- Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time



- The post holder is responsible for ensuring that the school safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

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



Person specification: HLTA

| Qualifications and training <i>Evidenced through: Application</i> | Essential | Desirable |
|---|------------------|------------------|
| National qualifications level 3+ or equivalent in numeracy and/or communication | ✓ | |
| Higher relevant qualification | ✓ | |
| Training in relevant learning strategies e.g. literacy | | |

| Experience/employment record <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|---|------------------|------------------|
| Experience of working with vulnerable young people | ✓ | |
| Knowledge of SEND policies and procedures | ✓ | |
| Evidence of specialism in specific curriculum areas or areas of particular learning difficulty | | ✓ |

| Personal qualities <i>Evidenced through: Application/Interview/References</i> | Essential | Desirable |
|--|------------------|------------------|
| Strong verbal & written communication skills and an ability to use these to have a positive input on student learning in the classroom & in small groups/1-1 | ✓ | |
| Ability to carry out allocated tasks under the supervision of our SENCO lead | ✓ | |
| Ability to empathise and move students forward in their learning | ✓ | |
| Able to build good relationships with students and to support good behaviour in & beyond the classroom | ✓ | |
| Ability to develop one to one relationships with students with particular learning needs | ✓ | |
| Ability to work within set guidelines and respond to unexpected circumstances | ✓ | |



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| Ability to cope with exposure to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management | ✓ | |
| Ability to work effectively as part of a team or as an individual | ✓ | |
| Ability to prioritise workloads and have excellent time management and organisational skills | ✓ | |
| Ability to monitor, control and keep records according to the requirements of the school and in line with legislation | ✓ | |
| Approachable and empathetic | ✓ | |
| Ability to establish positive relationships with staff members at all levels | ✓ | |
| Knowledge of the requirements of the national literacy and numeracy strategies | ✓ | |
| Understanding of behaviour management strategies | ✓ | |
| Willing to undertake further training which may be required | ✓ | |



| Attributes | Essential | Preferred |
|----------------------------------|---|--|
| Education/Qualifications | GCSE English and Maths (grades A*-C) or equivalent. Evidence of relevant professional development | Preferred: Satisfactory completion of HLTA training, |
| Experience | Essential: Minimum of 2 years' experience as a teaching assistant, within the last 5 years | Preferred: Experience of supervising others. |
| Skills/knowledge/Aptitude | Essential: Understanding of strategies for teaching and learning. Understanding of the educational curriculums. Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting. Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes. Ability to contribute to planning and preparation of lessons and teaching materials. Ability to contribute to assessment and monitoring of pupil progress. Good communication and interpersonal skills. Good organisational and time management skills. Ability to work collaboratively with teachers and others. Ability to supervise others effectively, as required. Ability to take responsibility and work with autonomy within set boundaries. | Preferred: Evidence of working within a specialist SEN area Evidence of working with parents and outside agencies |
| Motivation | Essential: Willingness to undertake further professional training, as appropriate. Commitment to raising standards. Commitment to equality principles. | Preferred: Not applicable |
| physical | Essential: Ability to meet physical needs of pupils. | Preferred: Not applicable |
| Other | Essential: Willingness to undertake First Aid training, Evidence of robust safeguarding training and practice Must be fluent in the English language in accordance with the Immigration Act 2016 | Preferred: Current First Aid Certificate. Assessed in interview. |



Queensbury Academy is proud to be part of



Today, Anthem serves over 8,000 children and young people in 16 schools across the East Midlands, London and Thames Valley.

As a multi-academy trust (or MAT), Anthem is first and foremost a school improvement organisation, responsible for ensuring that the public money we receive to run our 11 primary schools and five secondary schools is used to drive the best possible outcomes for the children and young people under their care.

Our work falls into three broad areas of activity: school improvement, governance and operations. Within and between each of these areas, colleagues employed at national level as part of Trust-wide teams, and at local level in our schools work together to secure the highest possible standards in all aspects of school life.

To find out more please visit their website:

www.anthemtrust.uk

Follow the Trust on Twitter:

[@AnthemTrust](https://twitter.com/AnthemTrust)

