



RECRUITMENT PACK

Higher Level Teaching Assistant

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Our Academy



I am proud and privileged to be the Headteacher of Newsome Junior Academy and I am delighted to welcome you on behalf of the children, staff and Governing Body.

We are all passionate about making a difference and aim to inspire our children to become confident, resilient and enthusiastic learners. Our key values are at the heart of our provision: challenge, perseverance, pursuing success, respect, responsibility, courage and kindness and, as part of Impact Multi-Academy Trust, we work hard to create an inclusive environment where hearts and minds connect.

We place great importance upon working in partnership with parents and carers and are committed to building strong links within the community.

If you would like to be part of our dedicated team, we would love to hear from you.

Best Wishes,

Jane Fraser
Headteacher



Job Description

Post:	Higher Level Teaching Assistant
Salary:	Scale 6, SCP 18-22 (FTE £31,537-£33,699)
Actual Salary:	£26,135
Hours:	35.75 hours, Term Time Only
Contract:	Fixed Term for 12 Months from 01/09/26 to 31/08/27
Responsible to:	The Headteacher
Closing Date:	Friday 8 May 2026 at 9am
Interview Date:	TBC

Core Purpose

To work as part of a team including teachers and other support staff to support the teaching and learning of pupils. To provide practical support for learning, educational activities, developing social skills, integration, and securing pupils Social Emotional Physical wellbeing.

Duties and Responsibilities:

You will be directly responsible for the following:

- Assist in the management of pupils in the learning environment.
 - Assist the teacher in all aspects of lesson planning and planning of other learning activities, participating in all stages of the planning cycle and modify methods to meet individual/group needs; assessing, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.
 - Perform allocated tasks with limited supervision using professional discretion where required.
 - Will transfer work and resources back to the teacher and feed back any issues.
 - As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging, ensuring all children are engaged in appropriate activities; giving support where necessary.
 - Will undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests as well as working with the teachers to evaluate students progress.
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- Support the teacher in establishing, planning, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assess the needs of pupils and use detailed specialist skills in the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will teach and supervise whole classes during the short-term absence of the teacher, including PPA time, and undertake the planning for this supervision within the pre-determined lesson framework; keeping all children engaged, maintain good order and to keep pupils on task.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.
- Will develop, organise, prepare, create, safely manage and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use, clearing/storage afterwards and sourcing/suggesting new resources where needed.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils. Make suggestions on developing areas where required.



- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Will contribute to the planning of opportunities for students to learn outside of school contexts in line with school policies and procedures.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy; developing new solutions where required and contribute to a purposeful learning environment.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively, establishing constructive relationships and offering appropriate advice and guidance under the direction of the teacher.
- Will support the teaching staff by reporting pupil progress and achievements at parents evenings which are usually held outside school hours.
- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.

Other

- To participate fully in Performance Management Review and other trust performance and development initiatives as appropriate.
- To follow the schools Safeguarding Policy and child protection procedures as directed
- To follow all school and Trust policies and procedures
- To undertake training as and when appropriate
- To undertake any other duties which may be assigned to the post from time to time as directed by the Head

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.

Person Specification

Attributes	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> Numeracy and Literacy skills to a level to assist students with their work. (GCSE/O'Level English and Math Grade C or above or equivalent) Level 3 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level Other relevant qualifications relating to the post, eg. Level 3 NVQ in Health/Childcare, First Aid 	<ul style="list-style-type: none"> Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, maths, English etc. 	<ul style="list-style-type: none"> Application Interview Certification
Experience	<ul style="list-style-type: none"> Experience of working in a team situation. Experience of working with or caring for children in EYFS, eg. voluntary organisation or parental/caring responsibilities. Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level Working in a school or early years setting with a similar context Experience of working with children with a wide range of needs (SEND, EAL, vulnerable) 	<ul style="list-style-type: none"> Experience of working with pupils with additional educational needs and more able special educational needs. Experience of working in a relevant discipline. Clerical/administrative 	<ul style="list-style-type: none"> Application Interview References
Knowledge and skills	<ul style="list-style-type: none"> In depth knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. Working knowledge of foundation stage curriculum and other relevant learning programmes/strategies. 	<ul style="list-style-type: none"> Excellent ICT skills. Ability to self-evaluate learning needs and actively seek new learning opportunities. An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. 	<ul style="list-style-type: none"> Application Interview References

	<ul style="list-style-type: none"> ● Excellent organisational and problem solving skills with the ability to work proactively and independently. ● Excellent communication skills. ● Ability to use relevant equipment/resources. ● Ability to understand classroom roles and responsibilities. ● An understanding of the needs of a multicultural society. ● Knowledge and commitment to schools Equality policy. ● In depth knowledge and practical experience of Health and Safety requirements. ● In depth knowledge and practical experience of child protection. ● Ability to relate well to pupils and adults ● Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience. ● Ability to remain calm under pressure; prioritising conflicting demands. ● Demonstrate a commitment to working with children of the relevant age. ● Demonstrate good co-operative, interpersonal and effective listening skills. ● In depth knowledge and experience of maintaining confidentiality in matters relating to the school, its pupils, parents or carers. ● Ability to perform all duties and tasks with reasonable adjustments where necessary, working flexibly and willing to accept change. 	<ul style="list-style-type: none"> ● In depth knowledge and practical experience of behaviour management. 	
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	<ul style="list-style-type: none"> • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level 		
Character	<ul style="list-style-type: none"> • Strong moral purpose and drive for improvement • Caring, approachable, firm, understanding, consistent, assertive and calm • Ability to work well in a team and on own initiative • Ability to work in a calm manner with children exhibiting behavioural difficulties • Flexible and willingness to assist with other aspects of school life • Motivated and enthusiastic • Excellent interpersonal skills • Good sense of humour • Desire to develop yourself and commitment to ongoing CPD • Ability to receive and act on feedback • Ability to work under pressure • Commitment to the full life of the academy 	<ul style="list-style-type: none"> • Ability to think clearly and remain calm in emergency situation 	<ul style="list-style-type: none"> • Application • Interview • References



Information about our Multi-Academy Trust (Impact)

A Department for Education (DFE) approved academy sponsor based in West Yorkshire. Founded in 2016, Impact Education Multi Academy Trust consists of eleven academies including primary, secondary, all-through and alternative provision sectors across Calderdale and Kirklees.

CEO Welcome

I am proud to welcome you to **Impact Education**. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale and Kirklees, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality whole education that impacts positively on our young people. We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share and learn from each other and the wider system. They have access to high quality continued professional development and learning. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected and happy in their work.

Our **values** of Heart, Mind and Connect underpin everything we do and our **core principles** articulate how we will live these out.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,

Mick Kay
Chief Executive Officer



Benefits of Joining

All colleagues receive a planned induction to ensure the best start possible. We are also very proud of the professional learning opportunities across our Trust which are part of our Canopy offering. Canopy means professional learning for everybody across Impact trust – whatever your school, whatever your role and whatever your interest. A place which inspires us all to grow and develop and pushes us all to be our professional best. These opportunities vary from ITT Training, NPQ's, HLTA, SEND TA, Wellbeing Champion Apprenticeships and many more. Early Career Teachers are supported through a range of networks and have access to fully trained mentors and coaching opportunities.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform, which gives access to a range of benefits:

- Cycle to Work Scheme
- Employee Assistance Programme (Including LifeWorks health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)
- Gym Discounts
- Mobile phone deals
- Retail Discounts Scheme

Colleague Voice and wellbeing is really important to us. We also complete an annual Trust listening survey and our Colleague Ambassadors support the development of action plans to help us work towards our goal of being a Great Place to Work.

We listen to our colleagues and measure the health of our culture through our partnership with The Happiness Index. We use their employee engagement and happiness platform to gather feedback anonymously and help drive a happier, healthier and higher-performing organisation.



To arrange a visit to Newsome Junior Academy or find out more about the role, please contact our Administrator Marc Cowperthwaite on 01484 540509 or by email office@newsomejuniors.co.uk

For further information about Impact Education MAT, please visit our website: www.i-mat.org.uk