



**Knowing more,
Doing more,
Achieving more.**

Candidate Pack

Higher Level Teaching Assistant
Key Stage 2 into 3 Transition
English and mathematics

*To play a key role in strengthening transition from **Key Stage 2 into Key Stage 3**, working intensively with identified students in **Year 6** to close gaps in **English and maths**, and providing **continuity of academic and pastoral support in Year 7**. The post-holder will help ensure students make a confident, successful start to secondary school and are well prepared to access the KS3 curriculum.*



Job Description

Higher Level Teaching Assistant (HLTA) – KS2–KS3 Transition (English & Maths)

Grade: Grade 7

Hours: 37 hours; term time only

Responsible to: Senior Leadership – Quality of Education Directorate

Location: Q3 Academy Tipton (with outreach to partner primary schools in Tipton)

Job Purpose

The purpose of this role is to support students during the critical transition from **Key Stage 2 into Key Stage 3**, with a particular focus on **closing gaps in English and Maths**.

The post-holder will work intensively with identified students in **Year 6**, delivering high-quality intervention, working alongside the Primary schools, to secure key literacy and numeracy foundations, and will then provide **continuity of academic and pastoral support in Year 7** to ensure students make a confident and successful start to secondary school.

The role will contribute directly to improved outcomes, increased confidence and improved engagement for students who are vulnerable to underachievement at transition and support addressing of early gaps, improving outcomes for students at Key Stage 2 and into Key Stage 3.

Key Responsibilities

Transition & Intervention Support

- Work with identified **Year 6 students** within feeder primary schools to deliver targeted English and Maths intervention, addressing gaps in reading, writing and numeracy at feeder primary schools.
- Provide **continuation and follow-up support in Year 7**, ensuring learning gains are embedded and sustained.
- Support students' transition into secondary school routines, expectations and curriculum demands.
- Act as a consistent adult for students across the transition period, supporting both academic progress and emotional wellbeing.
- Be based in feeder primary schools up to 5-days per week between January and July, with the Autumn term being based at Q3 Academy Tipton to continue working with student cohorts in Year 7.

Teaching & Learning

- Plan and deliver small-group and one-to-one intervention sessions aligned with KS2 and KS3 curriculum expectations.
- Support students in-class in Year 7 lessons, under the direction of teaching staff, to help them access learning and maintain engagement.
- Model high-quality literacy and numeracy practice, including reading fluency, writing structure, number fluency and problem-solving.

- Adapt teaching approaches to meet individual student needs, including those with SEND or additional barriers to learning.
- Provide cover to key Year 7 groups, in the event of short-term staff absence.

Assessment & Progress Tracking

- Working alongside primary and secondary colleagues, use assessment information to identify learning gaps and target interventions effectively.
- Monitor and record student progress, contributing to review meetings and transition evaluations.
- Provide feedback to teachers and leaders on student engagement, outcomes and next steps.

Pastoral Support

- Support students' confidence, resilience and independence as they move from primary to secondary education.
- Promote positive behaviour for learning and help students understand academy expectations.
- Work closely with pastoral staff to support attendance, behaviour and wellbeing where required.

Liaison & Communication

- Work collaboratively with **primary schools**, Year 6 staff and academy colleagues to support smooth transition arrangements.
- Communicate effectively with parents/carers where appropriate, under the guidance of senior staff.
- Contribute to transition activities such as induction days, extended transition programmes or summer support.

Safeguarding & Professional Responsibilities

- Safeguard and promote the welfare of children and young people at all times.
- Follow academy policies, procedures and professional standards.
- Participate in training, performance development and supervision as required.
- Undertake other reasonable duties commensurate with the grade and purpose of the role.

Safeguarding Statement

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. The successful candidate will be subject to all relevant pre-employment checks, including an enhanced DBS check.

Person Specification

Higher Level Teaching Assistant (HLTA) – KS2–KS3 Transition (English & Maths)

Role Purpose

To play a key role in strengthening transition from **Key Stage 2 into Key Stage 3**, working intensively with identified students in **Year 6** to close gaps in **English and Maths**, and providing **continuity of academic and pastoral support in Year 7**. The post-holder will help ensure students make a confident, successful start to secondary school and are well prepared to access the KS3 curriculum.

| | Essential | Desirable |
|------------------------------------|---|--|
| Qualifications and Training | <ul style="list-style-type: none"> • HLTA status or equivalent Level 4 qualification (or willingness to work towards HLTA if not already held) • GCSEs (or equivalent) at Grade 4/C or above in English and Maths • Evidence of recent safeguarding training (or willingness to undertake immediately) | <ul style="list-style-type: none"> • |
| Experience | <ul style="list-style-type: none"> • Proven experience of working with students in Upper KS2 and/or KS3 • Experience of delivering targeted intervention in English and Maths • Experience of supporting students with literacy and numeracy gaps below age-related expectations • Experience of working with vulnerable or disadvantaged students, including those with SEND • Experience of working as part of a team across phases or settings (primary/secondary liaison desirable) | <ul style="list-style-type: none"> • Experience of working directly with Year 6–7 transition cohorts • Experience of: <ul style="list-style-type: none"> ○ Small-group literacy and numeracy interventions ○ Supporting students with SEND (e.g. dyslexia, SEMH) • Experience of working with primary schools to support transition • Experience of delivering catch-up or recovery programmes |
| Skills and Knowledge | <ul style="list-style-type: none"> • Secure understanding of: <ul style="list-style-type: none"> ○ KS2 and KS3 English and Maths expectations ○ Barriers to learning during transition from primary to secondary • Ability to: <ul style="list-style-type: none"> ○ Plan and deliver structured intervention programmes ○ Adapt learning to meet individual student needs ○ Use assessment information to identify gaps and track progress • Strong skills in: <ul style="list-style-type: none"> ○ Supporting reading, writing, number fluency and reasoning ○ Questioning, modelling and scaffolding learning • High expectations for student behaviour, effort and achievement • Excellent communication skills with students, staff and parents/carers | <ul style="list-style-type: none"> • Familiarity with: <ul style="list-style-type: none"> ○ Standardised assessment tools or diagnostic tests ○ School tracking systems and student progress monitoring • Ability to contribute to: <ul style="list-style-type: none"> ○ Transition programmes, summer schools or extended induction ○ Parent/carer communication around student progress • Confidence supporting students in lessons alongside teachers at KS3 |

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|---------------------------|--|--|
| Personal Qualities | <ul style="list-style-type: none"> • Calm, patient and nurturing, with a firm belief that all students can succeed • Able to build strong, trusting relationships with students quickly • Resilient and proactive when supporting students with low confidence or anxiety • Organised, reliable and able to manage competing priorities • Committed to safeguarding and promoting students' welfare | |
| Safeguarding | <ul style="list-style-type: none"> • Share the academy's commitment to safeguarding and promoting the welfare of children and young people • Be subject to all relevant pre-employment checks, including an enhanced DBS check | |