



The **GALLERY** TRUST



A community of special schools

Higher Level Teaching Assistant (HLTA)  
Candidate Information  
February 2026

## Welcome

Thank you for your interest in the post of HLTA –at Iffley Academy.

Iffley Academy is a very successful academy and has grown in recent years with a current number on roll of 180 students. The Academy has a long and proud history, with a school on the current site in Iffley since the 1960s. Judged as Outstanding in 2015, 2019 and 2024, the Academy meets the needs of students with a range of SEND, including Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs. Our learning community is based on respectful relationships with students, created through understanding of their special educational needs, commitment to restorative approaches, and by providing outstanding teaching and pastoral care. This is a warm and caring community, dedicated to equipping students with the skills and knowledge they need to live independent lives within their chosen communities.

Iffley Academy is a member of The Gallery Trust, an expanding Special Needs Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The Trust has a national reputation for excellence and is influential in the development of SEND strategy in the county. With six academies currently in the Trust, our aim is to build a community of eight to ten special schools over the next five years.

Please visit our website to find out more about Iffley Academy. If you would like to visit the school to find out more about this exceptional opportunity before you submit your application, you will be most welcome. Our staff and students will be delighted to meet you!

Thank you again for your interest and we look forward to hearing from you.



*Yvette Fay*  
*Head Teacher*

The Gallery Trust is a Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. The aim of the Trust is to provide outstanding education and support for young people with special needs and disabilities, enabled through:

- Commitment to special education – striving to provide the best specialist learning experience for all students
- Opportunities for all to learn – ensuring that students and staff have access to learning pathways which enhance their lives
- Genuine respect and value – creating relationships which promote trust, confidence and respect within environments which are safe and secure

**The Trust is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire.**

The schools in the Trust are:

- Bardwell School, Bicester
- Bloxham Grove Academy, Bloxham
- A Free Special School in South Oxfordshire, opening date to be confirmed
- Iffley Academy, Oxford
- Mabel Prichard School, Oxford
- Northern House Academy, Oxford
- Orion Academy, Oxford
- Springfield School, Witney
- Artemis Academy, Faringdon

The Trust's vision is to continue to expand over the next five years, supporting a community of converter academies, free schools and sponsored academies. All member academies have the opportunity to share SEND expertise and to work with peers who share common aims and goals.

The Trust is committed to investment in learning, developing system leadership, working in partnership and through a shared vision, enabling all students to reach their full potential.



Iffley Academy is a community special academy for children and young people up to the age of 18 with complex special educational needs and disabilities. All of our students are individuals and we pride ourselves on taking a personalised approach.

Students have Education, Health and Care Plans with a range of needs but primarily we work with students with Moderate Cognition and Learning Difficulties, Autistic Spectrum Disorder and/or Social, Emotional and Mental Health difficulties,

The Academy was judged to be Outstanding at its most recent Ofsted inspection in July 2024, designated as a teaching school in 2018 and is part of an aspirational Multi Academy Trust – The Gallery Trust, a community of special schools, dedicated to providing outstanding education and support for young people with special needs and disabilities, enabled through: Commitment to special education; Opportunities for all to learn; Genuine respect and value.

Students work in class groups where teachers differentiate learning for all students ensuring lessons are inclusive for all.

The school has developed a comprehensive and broad curriculum, which can be found on the school's website. This curriculum, which is underpinned by detailed assessment processes, guides the learning for all students. The school has excellent links with community partners including Oxford University Gardens Libraries and Museums. Further details of this partnership can be seen here

<https://www.glam.ox.ac.uk/iffley-academy-partnership>

We understand that students are able to give their best when their needs are met, when they feel safe and when they understand their relationships with others. When a student starts at our academy every effort is made to ensure that they maximise their progress, enjoy coming to school, make new friends and feel safe. They become part of our community but most importantly their family also becomes part of our community.

**Higher Level Teaching Assistant  
Supporting & Delivering Student Specific Learning**

**Grade 9: £34,434.00 to £37,280.00 pro rata per annum**

**Actual annual salary: £23,881.88 to £25,855.73**

**30 hours a week, term time only (38 weeks a year)**

Iffley Academy is Oxfordshire's largest special school, and we are seeking enthusiastic and motivated staff to join our thriving and vibrant community at an exciting time in our development.

Judged as Outstanding by Ofsted in 2015, 2019 and 2024, our school community is unique in many ways. Our students have a range of Special Educational Needs, including Cognition and Learning Needs, Autistic Spectrum Disorder and Social, Emotional and Mental Health Needs. We make respectful relationships with our students through our understanding of their special educational needs, our commitment to restorative approaches, and by providing outstanding teaching and pastoral care. We are a warm and caring community, dedicated to equipping students with the skills and knowledge they need to live independent lives. We offer individual learning pathways, vocational opportunities, and specialist therapies and interventions.

This HLTA role – complements the professional work of the class teacher by taking responsibility for adapting the learning activities for the needs of an individual student, in line with the teacher's overarching plans. This will involve adapting, preparing and delivering learning activities for an individual student and assessing, recording and reporting on the student's achievement, progress and development. This will involve liaising with other professional agencies and using adaptive technology.

If you share our passion for making a real difference to the lives of children and young people with special needs, this could be the opportunity you are looking for. In return for your contribution to our team, you will work in an environment, which is innovative and well resourced, and in a role which is rewarding and fulfilling. We will provide you with induction and training, and the opportunity to join the Local Government Pension Scheme, one of the largest public sector pension schemes in the UK. This is an exciting time to join our team as we have just moved into our fantastic new school rebuild on our site in Iffley.

## **Application process**

To apply for this post, through website My New Term <https://mynewterm.com/>

Please ensure you detail any gaps in employment, and use the selection criteria which is contained in the job pack when you prepare your application, as shortlisting for interview will be based on how closely you demonstrate your ability to fulfil the essential criteria. We do not accept CVs. If you are shortlisted, we will take up written references before your interview so please provide permission for this and provide accurate phone and email contact details for your referees. One of your referees must be your current or last employer, and if you are employed in a school, must include your current Head Teacher.

Closing date for applications: 9am 9th March 2026

Interview Date: Friday 13th March 2026

*Iffley Academy is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. The successful candidate will be subject to an Enhanced DBS check, Occupational Health check and a probationary period of 6 months. The Iffley Academy is an equal opportunities employer and we welcome applications from a range of ethnic backgrounds to represent diversity in line with our school community.*

## **Job Description**

### **PURPOSE**

To complement the professional work of the teacher by taking responsibility for adapting the learning activities for the needs of an individual student, in line with the teacher's overarching plans. This will involve adapting, preparing and delivering learning activities for an individual student and assessing, recording and reporting on the student's achievement, progress and development. This will involve liaising with other professional agencies and using adaptive technology.

### **SUPPORT FOR THE STUDENT**

- Assess the needs of the student and use detailed knowledge and specialist skills to support the student's learning
- To adapt and create resources to support the specific learning needs of the student
- Establish a productive working relationship with the student, acting as a role model and setting high expectations
- Support the student whilst recognising and responding to their individual needs
- Encourage the student to interact and work cooperatively with others during group work and support all students in the group to engage in the activity
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to the student in relation to progress and achievement
- To support the student with personal care
- To work with specialist teachers and other professionals, to be able to provide support which is specific to the needs of the student
- To work with and use specialist technology in order to support the specific needs of the student
- Support the role of parents in the student's learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.

### **SUPPORT FOR STUDENTS**

- Promote the inclusion and acceptance of all students within the classroom
- When appropriate, support all students within the classroom with learning

### **SUPPORT FOR TEACHERS**

- Work collegially with the class teacher to ensure clear lines of communication
- Share with the teacher and class team, specialist knowledge about the learning needs of the student
- Contribute to creating an appropriate learning environment and resources

- Within an agreed system with the classroom teacher, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically
- Follow the academy's agreed behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Production of plans, worksheets etc., as appropriate

### **SUPPORT FOR THE CURRICULUM**

- Deliver the learning activities to student (s) within agreed system of supervision, adjusting activities according to student responses/needs
- Use ICT effectively to support learning activities and develop student(s) competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of student(s) interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

### **SUPPORT FOR THE ACADEMY**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, Safeguarding, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the academy
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of academy learning activities within guidelines established by the academy

- Contribute to the identification and execution of appropriate out of academy learning activities which consolidate and extend work carried out in class
- To carry out other duties as may be reasonably assigned by the Headteacher
- If appropriate, undertake recruitment, induction, appraisal, training, mentoring and line management for other teaching assistants.

## **Selection Criteria**

### **Experience**

- Successful experience of working with students with special educational needs in a classroom environment, promoting high standards of behaviour whilst delivering appropriate and interesting lessons.
- Working effectively with individual students, groups of students and whole classes across the age range within the academy

### **Knowledge and skills**

- Ability to use ICT for professional and curricular purposes
- Ability to assess student progress
- Ability to deliver lessons at short notice
- Ability to plan and prioritise
- Understanding of the curriculum
- Understanding of child development and the learning process
- Ability to use a range of behaviour management strategies in accordance with behaviour policies

### **Personal qualities**

- Ability to work calmly under pressure
- Effective and supportive team member
- Willing to develop and learn new skills
- Flexible, adaptable and willing to respond to the academy's needs on a daily basis, and to changing circumstances and situations
- Good organisational and time management skills
- Hard working and committed
- Able to communicate effectively and sensitively with staff and students: good interpersonal skills
- Ability to take responsibility and work with autonomy within set boundaries

Your application should clearly demonstrate how well you meet the above key criteria.

February 2026