



# Application Pack

Higher Level Teaching Assistant  
(with sports and PE specialism)



[watertonacademytrust.org](http://watertonacademytrust.org)

<b>Job Title</b>	Higher Level Teaching Assistant (with sports and PE specialism)
<b>Salary &amp; Grade</b>	Unqualified – Grade 6 FTE £28,598-£31,022 Actual £24,790 - £26,891. Qualified – Grade 7 FTE £31,537-£34,434 Actual £27,337-£29,849
<b>Contract</b>	37 hours per week (including attending weekly staff meetings) 8:00am-4:00pm (3:30pm finish on a Friday) plus five inset days.
<b>Reporting to</b>	Headteacher
<b>Start Date</b>	ASAP

## **Dear Applicant**

Thank you for your interest in the role of Higher Level Teaching Assistant.

Waterton Academy Trust is looking to appoint an inspirational and ambitious HLTA to join the team at Cherry Tree Academy.

Cherry Tree Academy is on an exciting school improvement journey with all stakeholders firmly committed to providing high-quality education for all pupils. We seek to ensure that every pupil achieves their full potential and develops a sense of belonging to our school community and family of schools.

The Governors, leaders and children of Cherry Tree Academy are currently seeking a HLTA to join the growing team. The successful candidate will work closely with the teaching staff supporting children with their learning and behavioural needs. This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

Waterton Academy Trust is a forward thinking Multi Academy Trust of 14 partner schools, serving the Wakefield and Barnsley districts.

Interested candidates are welcome and strongly encouraged to visit Cherry Tree Academy prior to applying.

We look forward to receiving your application.

Warm Regards,

Adam Dawson  
Headteacher

## About Us

Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We believe that **success is a shared experience** – every learner, every member of staff, and every school should flourish, together.

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work. Our Trust continues to grow, with King's Oak Primary joining us in September 2025, and two other schools in the pipeline for growth.

In response to local need, our first independent special academy – Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we are preparing to open a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth.

If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.

Waterton Academy Trust, Centre For Excellence, Walton Primary Academy, The Grove, Wakefield, WF2 6LD

📞 01924 240767 🎤 admin@watertonacademytrust.org 🌐 watertonacademytrust.org



### Our Locations

#### Waterton Offices

- C - Centre for Excellence
- O - Operations Office

#### Waterton Schools

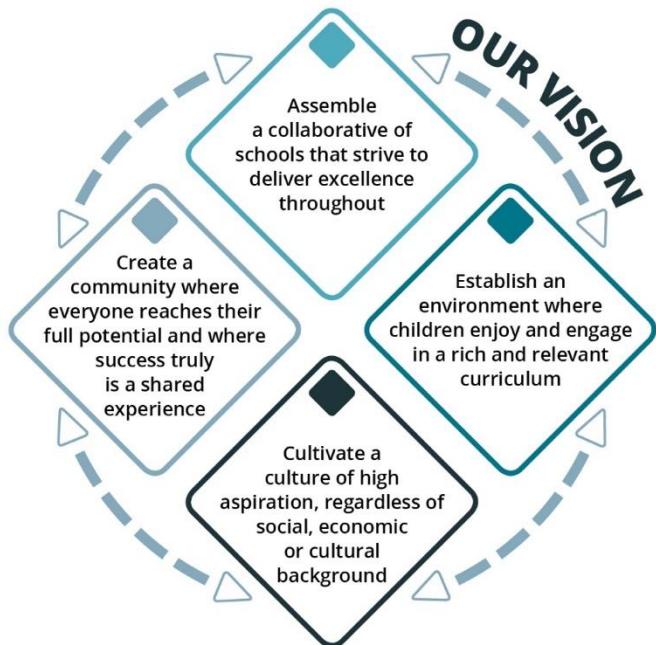
- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharston Community School
- 3 - Walton Primary Academy
- 4 - Normanton Junior Academy
- 5 - Lee Brigg Infant and Nursery School
- 6 - Normanton Common Primary Academy
- 7 - Crofton Infant's School
- 8 - Hammer Lane Academy
- 9 - Churchfield Primary School
- 10 - King's Meadow Academy
- 10p - The Meadow Pre-School
- 11 - West End Academy
- 11p - The Woodland Pre-School
- 12 - South Kirkby Academy
- 13 - Ackworth Mill Dam School
- 14 - Cherry Tree Academy
- 14p - Cherry Blossom Pre-School
- 15 - Newstead Academy
- 15a - Hunningley Academy
- 16 - Kings Oak Primary

## Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision—centred on collaboration, aspiration, enjoyment, and equity—guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.





## About The School / Provision / Department

Thank you for your interest in joining Cherry Tree Academy. We are delighted that you are considering becoming part of our vibrant and ambitious school community.

Cherry Tree Academy is a primary school located in Pontefract, West Yorkshire, serving a diverse and thriving community. As part of Waterton Academy Trust - a collaborative family of primary schools across Wakefield and beyond - we are proud to be part of a forward-thinking, inclusive and values-driven organisation that places children at the heart of all decision-making.

At Cherry Tree, we are deeply committed to providing the very best educational experiences for our children. Our dedicated staff team work tirelessly to ensure every pupil is nurtured, challenged and inspired to succeed both academically and personally. We are proud of the inclusive and welcoming ethos that underpins everything we do. High expectations, strong relationships, and a relentless focus on quality first teaching drive our ongoing school improvement journey.

In our most recent Ofsted monitoring visit (March 2025), inspectors recognised the "significant and sustained improvements" across the school. They praised the "clear and determined leadership", the "consistent implementation of the curriculum", and the "positive culture of learning" that is now firmly embedded. Importantly, they also noted how staff feel "well supported and valued", which contributes to the school's strong sense of teamwork and shared purpose.

[Cherry Tree Academy - Open - Find an Inspection Report - Ofsted Cherry Tree Academy | Ofsted Parent View](#)

Being part of Waterton Academy Trust allows us to collaborate with like-minded professionals, share best practice and access high-quality professional development opportunities at every stage of your career. The Trust's commitment to wellbeing, leadership development and system-wide school improvement ensures all staff are well-supported and encouraged to thrive.

If you are passionate about making a real difference to children's lives, and committed to working collaboratively as part of a supportive and aspirational team, we would be delighted to hear from you.

Warm regards,

**Adam Dawson**  
Headteacher  
Cherry Tree Academy





## About Our School

Cherry Tree Academy is a 1.5 form entry primary school serving the Pontefract community.

Ofsted (2024) recognised the positive improvement journey the school is on.

- Leaders have high expectations for all pupils who attend Cherry Tree Academy. This includes pupils with special educational needs and/or disabilities (SEND).
- Pupils at Cherry Tree Academy are safe and they behave well in school and at breaktimes.
- Early years is a strength of the school. The provision is carefully planned.
- The school is considerate and aware of the workload and wellbeing of staff.

“

Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

**KS2 Class Teacher**



“

The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a 'family' where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

**KS1 Class Teacher**



“

At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

**EYFS Support Assistant**



## Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission—ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.

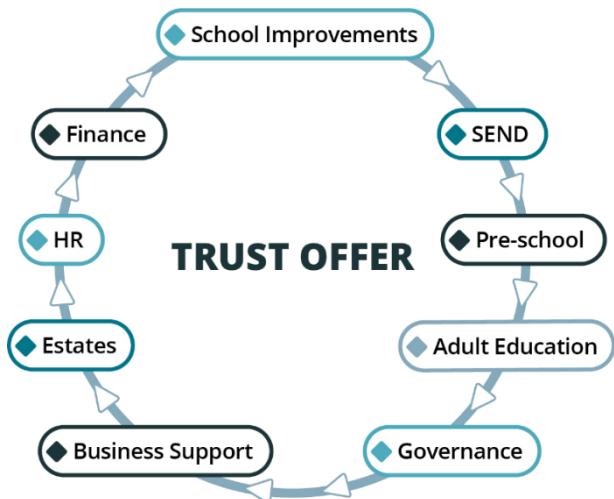


## Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.

This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

**To read about impact in 2024, please read our annual report to stakeholders on the Trust website.**

<https://www.watertonacademytrust.org/academies/trust-performance/>

## Job Description – Higher Level Teaching Assistant

<b>Job Title</b>	Higher Level Teaching Assistant
<b>Reporting to</b>	Headteacher
<b>Grade</b>	Unqualified – Grade 6 Qualified – Grade 7
<b>Main Purpose</b>	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
<b>Key Responsibilities</b>	<p><b>1. <u>Support for Pupils</u></b></p> <ul style="list-style-type: none"> <li>Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.</li> <li>Establish productive working relationships with pupils, acting as a role model and setting high expectations.</li> <li>Develop and implement Individual Education Plans.</li> <li>Promote the inclusion and acceptance of all pupils within the classroom.</li> <li>Support pupils consistently whilst recognising and responding to their individual needs.</li> <li>Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.</li> <li>Promote independence and employ strategies to recognise and reward achievement of self-reliance. □ Provide feedback to pupils in relation to progress and achievement.</li> </ul> <p><b>2. <u>Support for the Teacher</u></b></p> <ul style="list-style-type: none"> <li>Organise and manage appropriate learning environment and resources.</li> <li>Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.</li> <li>Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.</li> <li>Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> <li>Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.</li> <li>Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.</li> <li>Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Administer and assess/mark tests and invigilate exams/tests.</li> <li>• Production of lesson plans, worksheet, plans, etc.</li> </ul> <p><b>3. <u>Support for the Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.</li> <li>• Deliver local and national learning strategies, e.g., literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.</li> <li>• Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.</li> <li>• Select and prepare resources necessary to lead learning activities, taking account of pupils' interest and language and cultural backgrounds.</li> <li>• Advise on appropriate deployment and use of specialist aid/resources/equipment.</li> </ul> <p><b>4. <u>Support for the School</u></b></p> <ul style="list-style-type: none"> <li>• Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.</li> <li>• Contribute to the overall ethos/work/aims of the school.</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.</li> <li>• Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.</li> <li>• Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.</li> <li>• Deliver out of school learning activities within guidelines established by the school.</li> <li>• Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.</li> </ul>
<b>Additional Duties</b>	The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.
<b>Expectations of All Employees</b>	<ul style="list-style-type: none"> <li>• Represent and promote Waterton Academy Trust values internally and externally</li> <li>• Ensure that all stakeholders receive an excellent customer service experience in all dealings with you and with Waterton Academy Trust</li> <li>• Deliver your day-to-day duties consistently with the agreed service level</li> <li>• Actively promote and act, at all times, in accordance with Trust policies, e.g. Code of Conduct, Health and Safety, Equal Opportunities and Safeguarding</li> </ul>

	<ul style="list-style-type: none"><li>• Make a commitment and contribution to the overall ethos and values of the trust, upholding these in all activities connected with the role</li><li>• Undertake other duties commensurate with the job level</li><li>• Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct</li></ul>
<b>Working Conditions</b>	The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.
<b>Characteristics of the Post</b>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p><b>The employment checks are required:</b></p> <ul style="list-style-type: none"><li>• Evidence of entitlement to work in the U.K.</li><li>• Evidence of essential qualifications - see job specification</li><li>• Two satisfactory references</li><li>• Confirmation of medical fitness for employment</li><li>• Registration with appropriate bodies (where applicable)</li></ul> <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</p>

## Person Specification – Higher Level Teaching Assistant

AF: Application Form  
OT: Occupational Task

CQ: Certificates/Qualifications  
I: Presentation

I: Interview  
R: Reference

Qualifications	Essential	Desirable	Assessed
Higher Level Teaching Assistant status <b>OR</b> willingness working towards this. (Level 4)	X		AF
Level 2 Numeracy/ Literacy <b>OR</b> willingness to work towards	X		AF
Training in relevant learning strategies e.g. literacy	X		AF
Management qualification e.g. Level 3 ILM Certificate in First Line Management <b>OR</b>		X	AF
Level 4 ILM Endorsed Certificate (Skills for Middle Leaders)		X	AF
Specialist Skills/ Training in Curriculum or Learning area e.g. Bilingual, sign language, I.C.T.)		X	AF
Experience	Essential	Desirable	Assessed
Previous experience of working with children of the relevant age range in a learning environment	X		AF/I
Knowledge and Understanding	Essential	Desirable	Assessed
Full working knowledge of relevant policies/codes of practice legislation.	X		AF/I
Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/strategies	X		AF/I
Constantly improve own practice/ knowledge through self-evaluation and learning from others.	X		AF/I
Good understanding of child development and learning processes	X		AF/I
Understanding of statutory frameworks relating to teaching	X		AF/I
Appropriate knowledge in First Aid	X		AF/I
Personal Attributes	Essential	Desirable	Assessed
Willing to work flexibly in accordance with policies and procedures to meet the operational needs of the Trust	X		I
Committed to professional development in connection with the post	X		I
Work in accordance with the Trust's core values and behaviours	X		I
Travel in connection with the post	X		I
A commitment to safeguarding and promoting welfare for all	X		I
Suitability to work with children and young people	Essential	Desirable	Assessed
Satisfactory DBS disclosure and standard Trust pre-secondment checks	X		AF, R, I

Ability to work in a way that promotes the safety and well-being of learners	X		AF, R, I
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## Next Steps

For further information about the opportunity please contact the school office on 01924 967603 or [cherrytreeoffice@watertonacademytrust.org](mailto:cherrytreeoffice@watertonacademytrust.org)

## To Apply

Please submit applications via My New Term.

## Selection Timeline

**Closing Date:** Monday 9<sup>th</sup> February 2026 - 8am

**Shortlisting:** Monday 9<sup>th</sup> February 2026

**Interviews:** W/C Monday 9<sup>th</sup> February 2026

**Start Date:** ASAP

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

***It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.***