

Recruitment Pack

**KS2 Higher Level Teaching
Assistant**
Balby Central Primary Academy



Introduction by the Chief Executive Officer

Thank you for your interest in this exciting opportunity to develop your career with The Rose Learning Trust. We hope that by reading this pack and the information available on the [website](#) you will get a good overview of the exciting opportunities and support you can expect as a member of staff at our trust.

We are a collaborative organisation focussed on high standards and opportunities for all. As a trust, we seek to support and challenge each other to improve the outcomes and life chances of all our pupils across all our communities. We will continue to learn from each other: transforming futures collaboratively. In this way we believe that the changes we make, the developments and strategies we put in place will have purpose, be embedded and effective.

Our aim is not only to grow our trust successfully, but also sustainably. We believe that through quality, not quantity, we can facilitate opportunities that can be invested back into the people who will secure our future: our pupils and staff. Our aim at The Rose Learning Trust is to provide all pupils with the best possible start in life within communities of promise.

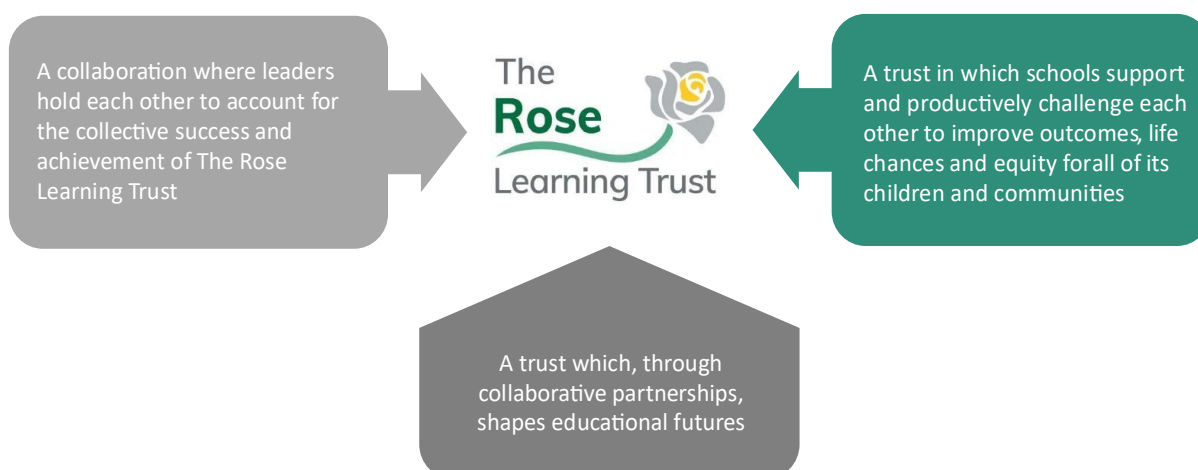
Jeremy Harris

Chief Executive Officer



Vision

Transforming Futures Collaboratively



Overview of the trust

The strategic plan combines our vision and values with our strategic objectives and developing excellence priorities. Each school will use the developing excellence priorities as the base for their school developing excellence plans. This ensures that, although each school has their own priorities and development areas, they are within a clear unified structure that aligns with the trust strategic plan. Please see the [website](#) for more information.

Our vision: Transforming Futures Collaboratively

We will achieve our vision by:

- Every child having the best start to their education
- Every child having the best tools and support to learn and grow in a safe, secure environment
- Every child having access to excellent teaching and an excellent curriculum
- Every child being encouraged and inspired to believe in themselves
- Every child learning how to make and sustain great relationships
- Creating an enjoyment of learning through collaboration with all partners
- Creating equitable lifelong learning opportunities and academic success for all children



THE ROSE LEARNING TRUST STRATEGIC PLAN 2023-2026

Vision	TRANSFORMING FUTURES COLLABORATIVELY				
Values Statement	The Rose Learning Trust aims to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills for all our pupils, within communities of promise.				
Strategic Objectives	Developing Pupils	Developing People	Developing Governance	Developing Growth, Business Facilities and Resources	Developing Communities and Partnerships
Developing Excellence Priorities	Excellent teaching for every child	Excellent curriculum for every child	Excellent standards of behaviour, attitudes, attendance and safeguarding	Excellent targeted support for every child that needs it	

Balby Central Primary Academy



'Shaping lives, building futures to be the best you can be'

At Balby Central we aim to unlock each individual child's potential to succeed, thrive and to be happy on their own journey with us. We endeavour to create unforgettable learning experiences and immerse children in an environment where they feel confident to challenge themselves. We are constantly adapting to meet the needs of all as learners in this ever-changing society, ensuring that they are ready for the next stage in their lives. During their time at Balby Central, children are taught the skills of collaboration and the power of talk, confidence, resilience and effort, determination and reflection to support their academic successes as our school learning powers

We strongly believe in a team approach, to utilise each other's strengths, work together and to ensure that we increase our own expertise, knowledge and skill as professionals. We see every member of the team playing a key part in our school approach to improve outcomes and life chances for our children and their futures.



KS2 Higher Level Teaching Assistant (HLTA)

Advert Information

Post	KS2 Higher Level Teaching Assistant
Contract type	Fixed Term for 1 Year, Full Time, Term Time plus 5 Days
Grade	Grade 6, point 6 - 11, £22,586.44 – £24,457.56 (Actual)
Hours	37 hours per week: Monday – 8:15 – 16:15 Tuesday – 8:15 – 16:30 Wednesday – 8:15 – 16:00 Thursday – 8:15 – 16:30 Friday – 8:15 – 15:30
Reporting to	Headteacher
Location	Balby Central Primary Academy
Commencement date	September 2026
Closing date	6 th August 2026
Shortlisting date	01 st September 2026
Interviews	08 th September 2026

The Rose Learning Trust is a successful medium sized trust based in Doncaster and North Lincolnshire. We have grown from two schools to eleven over the last ten years, with a central trust office based in Balby. We are a trust that lives our vision of ***transforming futures collaboratively*** in all our work to ensure we develop and grow sustainably and embed best practice for the benefit of our pupils.

Balby Central Primary Academy is looking to appoint a highly motivated and organised professional to play a key role in our school. A vacancy exists for a hardworking and dedicated Higher Level Teaching Assistant to join the school.

As a member of staff, you also benefit from greater opportunities for professional development and promotion as we encourage movement between our academies to give you broader work experience.



The Higher Level Teaching Assistant should always comply with the trust's code of conduct, safeguarding policies and practices and have:

- Personal integrity and a commitment to the Nolan Principles of Public Service
- A commitment to diversity, equal opportunities and anti-discriminatory practices
- A commitment to ensuring children learn in a safe environment
- A commitment to professional development and training
- An affinity with The Rose Learning Trust culture and purpose

The successful candidate will:

- have a strong vision and strategic drive for the future of our school
- be an excellent communicator at multi-levels, with an approachable personal style
- have an ambition for excellence in child development, learning and achievement so our learners reach their full potential
- demonstrate a dynamic and inspirational approach to further motivate children and staff
- have a strong moral compass with inclusivity and positive regard at the core of your practice
- have a keen interest in making a difference for young children

We can offer in return:

- A dedicated caring and supportive team
- A school that values its community and where belonging is important
- A strong teaching and HLTA team offering support and collaboration
- Professional development opportunities through weekly meetings
- An inclusive, welcoming environment
- A staff wellbeing package, offering confidential wellbeing services

Visits to the school are warmly welcomed and encouraged. They can be made by appointment with Mrs Stephanie Bradley by contacting the school on 01302 321914.

For further information about this role please ring the school and a relevant member of the team will call you back to answer your queries. School can be reached on 01302 321914.

To apply use the link below:

<https://mynewterm.com/jobs/143962/EDV-2026-BCPA-46468>

This post involves working with children and therefore if successful you will be required to apply for a Disclosure and Barring Service records check at an enhanced level. Further information about the Disclosure Scheme can be found at www.gov.uk/disclosure-barringservice-check.

In line with our safer recruitment policy two references will be sought before we interview.



We are committed to the equality of opportunity in the services provided to customers and all aspects of employment. We warmly welcome applications from all sectors of the community. Our recruitment policies, procedures and practices enable all applicants to be considered on merit and ability to do the job. We will make reasonable adjustments, in line with the Equality Act, for disabled applicants if these are needed.





Higher Level Teaching Assistant (HLTA)

Job Description

As a member of staff in The Rose Learning Trust, you will benefit from greater opportunities for professional development, collaboration and career development.

Employment details

Job title:	Higher Level Teaching Assistant
Reports to	Deputy Headteacher and Headteacher
Grade and Salary	Grade 6, point 6 - 11, £22,586.44 – £24,457.56 (Actual)
Contract Type	Fixed term, Full Time, Term Time plus 5 Additional Days

Job Purpose:

Main purpose of the post

- Complement teachers' delivery of the national curriculum and the early years curriculum and contribute to the development of other support staff, pupils and school policies and strategies
- Work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also, to supervise whole classes occasionally during the short-term absence of teachers
- Provide support for pupils, the teacher and the school to raise standards of achievement for all children
- Utilise advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes or small groups
- Encourage children to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life



Duties and Responsibilities:

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 pupils' needs
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes
- Provide whole class PPA cover when required
- Provide whole class cover for short term teacher absence when required
- 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
- Support the teaching of Literacy and Numeracy by delivering intervention programmes to groups of pupils. To assist pupils to access the full curriculum. Be familiar with lesson plans, 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 policies and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
- In accordance with arrangements made by the Headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance



- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
- With teachers, evaluate pupils' progress through a range of assessment activities
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
- 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
- Contribute to the overall ethos, vision and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school.
- Participate in weekly staff meetings and training days
- 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 and escort and supervise pupils on planned visits and journeys
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children
- Provide physical support and maintain personal equipment used by the children at the school
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links
- Supervise pupils in the playground and plan and organise play time activities



- Provide first aid to pupils, staff and visitors ensuring compliance with Health and Safety legislation and Balby Central Primary Academy's policies, completing required documentation in respect of first aid.

Other Duties and Responsibilities

- Any other duties required by the Headteacher, which is within the scope of this post
- At all times carry out duties with due regard to the school's Health and Safety policy and General Data Protection Regulations (GDPR)
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- Ensure all procedures relating to Safeguarding and Child Protection are followed as a priority

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on an annual basis and may be amended by the Headteacher at any time after consultation.

The post holder must always comply with the trust's staff code of conduct.

The post holder's duties must be carried out in compliance with the trust's:

- Safeguarding policies
- Equality policies
- Information Security policies
- Financial Regulations
- Health & Safety at Work Act
- and all other trust policies

The Rose Learning Trust takes its duty to safeguard the young people with which it works seriously and is committed to safeguarding and promoting the welfare of children. Applicants will undergo child protection screening appropriate to the post, including checks with past employers.

All Rose Learning Trust staff members are required to undertake an Enhanced Disclosure and Barring Service check (EDBS)

The role is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates will be subject to an enhanced DBS certificate, the role is engaged in regulated activity and will therefore require a children's barred list check



Higher Level Teaching Assistant

Person Specification

PERSON SPECIFICATION

AF – Application Form CQ – Certificate of Qualification I – Interview

Essential

Desirable

How Identified

Qualifications and Training

GCSE English and Maths Level 5/Grade C or above

X

AF
CQ

NVQ Level 3 Higher diploma in a relevant child development qualification

X

AF
CQ

Has met all the professional standards for HLTA

X

AF
CQ

Valid Peadiatric First Aid Certificate

X

AF
CQ

Relevant Experience

Experience working in a school with children

X

AF
I

Previous experience as a classroom support assistant

X

AF
I

Experience of working as part of a team

X

AF
I

Experience of working with children with additional needs

X

AF
I

Experience of liaising with external agencies/other professionals

X

AF
I

Experience of behaviour management in an educational setting

X

AF
I

Knowledge and Skills

Excellent written and verbal communication skills

X

AF
I

Strong working knowledge of the national curriculum

X

AF
I

Deep understanding of classroom behaviour policies and de-escalation strategies

X

AF
I

A commitment to inclusion, equal opportunities and fairness

X

AF
I

Personal Qualities

An ability to work on your own initiative as well as in a team

X

AF
I

Willingness to work negotiated flexible hours as appropriate

X

AF



			I
A good attendance and punctuality record	X		AF
Safeguarding			
Understanding and commitment to safeguarding procedures within a school environment	X		AF I
Understanding of Data Protection	X		AF I

