



PRINCE REGENT  
STREET TRUST

# Application Pack

## Village Primary School

### Higher Level Teaching Assistant across KS1 & KS2

*(part time – 4 days)*



PRINCE REGENT STREET TRUST

Company Registered Number: 11474011 | CEO: Julia Armstrong  
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# PRINCE REGENT

## STREET TRUST

Dear Candidate,

Thank you for showing an interest in our higher-level teaching assistant (HLTA) vacancy. Village Primary is seeking to appoint an enthusiastic, hardworking and forward-thinking HLTA to join our dedicated and supportive team.

This is an exciting opportunity to be part of a school where inclusion, high expectations and a strong sense of community sit at the heart of everything we do. Village is a remarkable school with a strong sense of community and an enviable culture of high expectations, resilience and opportunity. As part of Prince Regent Street Trust, Village continues to build on a track record of success and sustained improvement. The school's most recent Ofsted inspection confirmed its continued effectiveness and strengths, reflecting the commitment and passion of its staff, Governors and wider school community.

Are you ready to join a strong school in a strong, growing Trust? Can you drive improvement? Can you foster Trust culture and embed it into the School ethos? Do you strive for excellence for every child? Can you work collaboratively and openly, sharing best practice? If the answers are yes, then we'd like you to apply!

This is your chance to shape the direction of Village Primary School, fostering an environment where pupils can thrive. We are looking for a HLTA who is:

- Experienced within a primary setting, supporting teaching and learning activities for individuals, small groups, and whole classes
- Able to lead by example and will embody our Trust values.
- Committed to high standards and excellence.
- Adept at building strong relationships with pupils, staff, parents, and the wider community.
- Passionate about education and committed to pupils' success.
- Skilled in fostering an inclusive and supportive school culture.
- Innovative in their approach to teaching and learning.

Our Trust community is a wonderful place to be. You will be supported by an experienced school leadership team and colleagues from across the Trust who value your experience and will support your development. Your role in our Trust will not be a lonely job as we value individuals and relationships at every level. We very much look forward to hearing from you as you progress your interest in this post to an application.

Kind regards

**Mrs Julia Armstrong – Chief Executive and Accounting Officer**



# PRINCE REGENT

STREET TRUST

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# PRINCE REGENT

## STREET TRUST

### About us

Founded on the principles of the primary curriculum, the Prince Regent Street Trust is a group of six primary schools with a common purpose; through a vision centred on excellence, opportunity and partnership our children receive the educational experience they so richly deserve. The Prince Regent Street Trust is fundamentally one of sustainable school improvement.

At Prince Regent Street Trust, we recognise that every child is a unique individual and that every school serves a unique community. Developing and understanding the vision, values, strategy and culture of each school enables us to work in partnership with each member of the school community to ensure a bespoke, aspirational, effective and sustainable approach to school improvement. Every decision we make is for our children! They are at the heart of everything we do and they influence the decisions we make. Our staff and leaders work tirelessly to ensure every child receives the educational experience, and opportunities that they so richly deserve; as a result they acquire the rich foundations which prepare them for future learning.

We strongly believe that every child has the right to the highest quality education. Successful schools and their leaders hold the responsibility to work alongside other schools to support improvement. Leaders have a collective responsibility for improving the whole system for mutual benefit. We are in such a privileged position as we have the power to influence; and to change lives for the better. A culture of partnership working, accessing quality opportunities and striving for educational excellence is well embedded and is at the heart of all we do.

It is important that our Trust is an organisation of choice and that all stakeholders are proud to be part of it. Our Trust recognises and rewards the efforts and commitment of its staff ensuring they are valued and appreciated. Promoting and establishing an appropriate work-life balance empowers staff. We need to invest in our staff so that they are fully-equipped to succeed.

Positive, trusting relationships are key to the success of any trust. Our Trust central team invests time in getting to know and gaining the trust of all members of staff to create a culture of support, challenge and accountability.

At Prince Regent Street Trust, we:

- have very high expectations for all
- believe in a strong focus on teaching and learning
- believe in schools keeping their own unique identity. This is promoted and celebrated and enables us to stand out amongst other organisations
- believe in establishing and maintaining strong partnerships (LA, other trusts)
- are inclusive; we support all pupils, including those with SEN and vulnerable pupils and their families

All of our schools are good and outstanding, yet are very different in so many ways. We feel that having such a variety of different sizes and school contexts enhances our capacity to support and develop other schools, impacting across the Tees Valley and northern regions.

*"I felt proud to get the headteacher award and the medal and trophy are now in my bedroom."*

*"I've loved today because I got to see friends from other schools, and I really enjoyed the maths games."*



**PRINCE REGENT**  
STREET TRUST



**2018**

In October, Prince Regent Street Trust was formed with Hartburn, Village & Wolviston Primary Schools



**2022**

In October, the Trust held its inaugural Conference 'Excellence in the Everyday'



**2023**

In January, Village Primary opened a Two Year Old Provision



**2023**

In February, 1<sup>st</sup> Trust OFSTED Inspection at Hartburn Primary; achieved GOOD in all areas



**2023**

In March, Barley Fields Primary School joined the Trust



**2023**

In March, Village Primary received an OFSTED Inspection; achieved GOOD in all areas



**2023**

In June, the Trust held the inaugural Sports Cup tournament at MSV



**2023**

In December, pupils across the Trust recorded the 1<sup>st</sup> Xmas song



**2024**

In March, the Trust held its 2<sup>nd</sup> Conference 'Opportunities on Our Horizon'



**2024**

In May, Kader Academy joined the Trust



**2024**

In July, the Trust held the 2<sup>nd</sup> Annual Sports Cup tournament at MSV



**2024**

In December, pupils across the Trust recorded their 2<sup>nd</sup> Xmas song



**2025**

In February, Wolviston Primary received an OFSTED Inspection; achieved OUTSTANDING in 3/5 & GOOD in 2/5 areas



**2025**

In March, the Trust held its inaugural Maths Challenge Day for pupils



**2025**

In April, the Trust held its 3<sup>rd</sup> Conference 'Enhancing Education Through Collaboration'



**2025**

In July, Oxbridge Lane Primary joined the Trust

*"I made some new mates and we worked hard to come up with a celebratory dance if we won and we did! It was so much fun! We have never been to the Sports Village and done anything like this before and we enjoyed it so much- we can't wait to go again next year!"*

*"It was the best day I've ever had because I made new friends with children from other schools that I had never met before and they encouraged me to do my best!"*

*"Maths is one of my favourite lessons, but my favourite part of the day was winning the trophy!"*



# PRINCE REGENT

## STREET TRUST

### Trust Objectives and Activities

We have a very successful primary ethos which enables all pupils to maximise their potential whilst our individual schools retain their educational autonomy. We have a common aim to inspire the imaginations of children in our care; to support them to develop in ways which stand them in good stead for their future lives and responsibilities as individuals, employees and citizens.

Our desire to share our expertise is underpinned by three key principles: '**Excellence, Opportunity and Partnerships**'. The principles have heavily influenced our vision, values, strategy and culture. As a trust we recognise that every school is different, and, as a result, their needs are different. The level of educational autonomy given to each school is an important distinction; there is no one-size-fits-all at Prince Regent Street Trust and each school's unique identity is promoted and celebrated. We empower schools to go further via a high level of strategic challenge and accountability, dedicated expertise and resources, and extensive opportunities for collaboration and partnership working. Through this model we enable headteachers, senior leaders and teachers to do what they do best: provide the highest quality teaching and learning experiences for the children in their care.

### Excellence

Our school improvement offer, focused on the core components of effective leadership; teaching, learning and assessment, has excellence at its heart and strives to ensure that pupils are exposed to a unique educational journey and that our leaders and staff are effectively equipped to provide this. As school leaders we have a collective responsibility to strengthen an educational system which provides challenge, support and accountability so that pupils achieve the best possible outcomes and are prepared to effectively contribute to society.

The Trust fosters high expectations and heavily invests in the ongoing improvement of the organisation for all pupils and staff, which includes:

- High quality teaching and learning to provide the highest standards of excellence, are demonstrated by every member of the Trust.
- Research and evidence inspired practice and provision
- Inspirational leadership and management
- High achievement, and maximising potential for every pupil to succeed
- Strong culture of inclusion and belonging
- Successful schools with unique characteristics evidencing high performance
- Bespoke curriculum offers that fully meet the needs of the pupils in each school



# PRINCE REGENT

## STREET TRUST

### Opportunity

We invest in individuals, providing a range of quality, research-based continuing professional development and career-enhancing opportunities. We recognise that effective and strategic leadership at all levels is key to the success of any school and as such, we have created a bespoke programme of development opportunities for governors; senior, middle and curriculum leaders; teaching and non-teaching staff; and pupils. Unique opportunities result in success and sustainability for pupils and schools.

Our approach is always one of partnership working, opportunity and empowerment. All schools achieve highly, provide positive and inspirational educational experiences for pupils and have been positively evaluated by external partners (including Ofsted).

The Trust provides access to high quality professional development for all staff enabling sustained and continual improvement and developing a workforce in line with future succession planning needs and talent management policies. These include:

- Collaboration through hosting or attending a range of cross-Trust working parties
- Outcome driven strategic networks that address Trust and school priorities
- Bespoke personal and professional development
- Career enhancement and strategic succession planning
- 'School-to-school' support in order to bring about rapid improvement
- Shared CPD to focus on the collective priorities of the Trust and our schools
- Ensuring pupils and staff are ready to grasp their next challenge with enthusiasm and confidence

#### Leadership opportunities

- Support for leaders at all levels:
  - Regular Headteacher Networks
  - Termly Senior Leaders' Network
  - Half termly Business Leaders' Network
  - Termly SENDCo Network
  - Termly EYFS Network
  - Termly curriculum working parties across all subjects
- Trust Wide Moderation
- Support with key school documentation
- Support with data & analysis
- Peer Review cycles
- Leadership development
- CPD opportunities for Governors/Trustees

#### Wider opportunities

- Bespoke CPD Trust-wide opportunities
- Core Subject Trust Wide moderation for all staff
- Programme of Early Years moderation supported by PRST EY 0-5 document
- Teacher swap programme
- Termly Trust-wide Teaching Assistant Network
- ECT support and development programme



# PRINCE REGENT

## STREET TRUST

### **Partnership**

We firmly believe that effective partnerships between all members of the school community are vital for pupils' and staff's success. Forging strong, trusting relationships between our Trust schools, our partner schools and collaboration with a wider community of schools both locally and nationally, ensures that experiences and expertise are shared and drive improvement. Partnerships built on support and challenge are key to raising standards and ensure the best possible education and outcomes for pupils. Education is a fast-paced, ever-changing world; partnerships, networking and support are integral parts of navigating this successfully. The wellbeing of our Trust community is a key focus at Prince Regent Street Trust and we work in partnership with a range of organisations so our staff benefit both personally and professionally. A strategic, co-ordinated approach, grounded in and supported by research, is essential for school improvement. Working in partnership with locally and nationally recognised organisations (for example, the Confederation of School Trusts (CST) and the Education Endowment Foundation (EEF)) has had a direct impact on our organisation with recommended initiatives and approaches positively impacting on the quality of education in our schools. From a school improvement perspective, it is vital to have this comprehensive overview of the support available; to signpost colleagues to targeted opportunities and experiences, and to recruit expertise where available.

Building credible relationships, locally and nationally, recognising strengths, learning from one another and taking ownership of, and demonstrating trust values are key.

### **Schools in our Trust**

We are family of six primary schools across Stockton on Tees and Middlesbrough in Teesside. We hope to grow further throughout the region aiming for between 10 and 16 primaries, having over 3000 pupils in order to access additional DFE Capital funds and ensuring that all Heads can regularly meet around a board table, share best practise and collaborate. It is also essential the members of the central team maintain close relationships and are knowledgeable of each school to provide the continued level of services which are currently on offer.

# Our Schools



*'During my time working for the Trust, I have had so many opportunities to develop myself professionally. I am just about to commence my NPQH qualification with support from the Trust'.*

*'I enjoy having the opportunity to talk to teachers from the different schools in the Trust which has supported me with my subject leadership'.*

*'I love the way that each individual school in the Trust is so different and that is celebrated and encouraged.'*

Hartburn Primary School	The Village Primary School	Wolviston Primary School	Barley Fields Primary School	Kader Primary School	Oxbridge Lane Primary School
Adelaide Grove TS18 5BS 01642 646001	Windsor Road TS17 8PW 01642 676768	The Green TS22 5LN 01740 644374	Lamb Lane TS17 0QP 01642 767051	Staindrop Drive TS5 8NJ 01642 256599	Oxbridge Lane TS18 4DA 01642 607421
Head Teacher: <a href="https://www.hartburn.org.uk">https://www.hartburn.org.uk</a>	Head Teacher: Debbie Wheeldon <a href="http://www.thevillageprimary.org.uk">www.thevillageprimary.org.uk</a>	Head Teacher: Susan Hawes <a href="http://www.wolviston.org.uk">www.wolviston.org.uk</a>	Head Teacher: <a href="http://www.barleyfieldsprimaryschool.org.uk">www.barleyfieldsprimaryschool.org.uk</a>	Head Teacher: Janet Donald <a href="http://www.kaderacademy.co.uk">www.kaderacademy.co.uk</a>	Head Teacher: Lauren Amerigo <a href="http://www.oxbridgelane.org.uk">www.oxbridgelane.org.uk</a>
OFSTED February 2023 <b>Good</b>	OFSTED March 2023 <b>Good</b>	OFSTED February 2025 <b>Outstanding 3/5 Good 2/5</b>	OFSTED November 2025 <b>Strong standard 4/7 Expected standard 3/7</b>	OFSTED April 2022 <b>Good</b>	OFSTED September 2021 <b>Good</b>
Number on Roll (PAN 90) 561 (Including nursery)	Number on Roll (PAN 30) 238 (Including nursery)	Number on Roll (PAN 15) 118 (Including nursery)	Number on Roll (PAN 90) 664 (Including nursery)	Number on Roll (PAN 60) 436 (Including nursery)	Number on Roll (PAN 30) 231 (including nursery)
PP 13.4%	PP 46.2.8%	PP 5.9%	PP 6.0%	PP 17.9%	PP 42%
SEND 11%	SEND 17%	SEND 11%	SEND 17%	SEND 20%	SEND 17%
EAL 8.4%	EAL 5.0%	EAL 6.8%	EAL 0%	EAL 47.1%	EAL 42%

HARTBURN  
PRIMARY SCHOOL



## KS1 & KS2 Higher Level Teaching Assistant – Job Advert

Prince Regent Street Trust wishes to appoint a HLTA at Village Primary School.

### Contract Details

Required for September 2026

29.6 hours per week (4 full days), Term Time Only plus 5 days

**Salary Scale** *(Salary shown is actual based on pro-rata from named NJC scale points and length of service)*

**Grade 1 NJC Scale Points 19 – 22** £22,159 - £23,818 *(pay award pending for April 2026)*

We are able to offer you an exciting professional opportunity in one of our Schools. You will be a higher level teaching assistant supporting pupils and classes across Key Stage 1 and Key Stage 2. Your duties may also include leading small groups of pupils, one to one support for pupils and supporting during breaktimes, lunchtimes and within our wraparound care offer.

Village Primary is a school with 246 highly motivated and well-behaved pupils on roll, based in Thornaby. The school has been part of Prince Regent Street Trust since formation in 2018. The Trust is seeking to appoint a TA who can demonstrate ambition and outstanding practice, and harness the skills and enthusiasm of all staff, pupils and the community.



At Village, our school motto is '*Explore, Dream, Discover*'. This demonstrates our love of learning and our belief that children should explore new concepts, objects and ideas in a variety of hands-on ways. We have high aspirations and encourage our children to work towards any career goal that they set their mind towards. This motto runs throughout our curriculum and delivery of subjects. Our challenge is to achieve awe and wonder through new learning with a passion for lifelong development.

Our children enjoy an engaging curriculum filled with real-life experiences which foster independence, collaboration and a determination to succeed. It is our job to help children become ready for the next phase in their education, equipped for the 21st century and the global world that we occupy. The staff have an in-depth understanding of the needs of the pupils and work co-operatively towards shared goals that always have children at their heart.



We are looking to appoint an inspirational and motivational individual who:

- Passionately cares about children's learning and development.
- Demonstrates strong interpersonal skills.
- Has a strong commitment to developing high standards of teaching and learning and continue to raise standards.
- Can motivate the whole school community.
- Is passionate about inclusion and have high expectations for every child in their care



# PRINCE REGENT STREET TRUST

The Trust is growing and cooperation with colleagues from other schools will be an essential part of the role. You will be willing to share ideas with others as well as learn from them.

Please look carefully at the following materials and apply via MyNewTerm. Applicants are asked to demonstrate their skills and experience that they will bring to the post we would like a covering letter, of no more than 500 words, which details;

- *What strengths, skills and experience you will bring to Village Primary?*

Visits to school are warmly encouraged. Please contact School Office Manager, Stacey Neal, to confirm your attendance. The tour will be at 4pm and will be roughly 45-60 minutes. You will have the chance to interact with staff and see some of the facilities and provisions we offer. Tour will be led by Debbie Wheeldon, Headteacher.

## Village Primary School

**Tour date:** Tuesday 30<sup>th</sup> June

**Address:** Windsor Road, Stockton on Tees, TS17 8PW

**Email:** [enquiries@thevillageprimary.org.uk](mailto:enquiries@thevillageprimary.org.uk)

**Phone:** 01642 676768

**Website:** <https://www.thevillageprimary.org.uk/>

**OFSTED:** <https://www.thevillageprimary.org.uk/key-information/ofsted/>

The closing date for applications: 12noon, **Friday 3<sup>rd</sup> July 2026**

The shortlisting selection and invitations to interview the applicants will be completed by **Friday 3<sup>rd</sup> July 2026** and interviews are scheduled to be the **Wednesday 8<sup>th</sup> July 2026**. Exact times to be confirmed with successful applicants.

## Disclosure

This post is subject to an enhanced DBS check. The school and Trust are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to rigorous pre-employment safeguarding checks, which will be undertaken before an appointment is confirmed.

The appointment is in accordance with the relevant Department for Education and employment legislation, to provide professional leadership to the school which secures its success and improvement, ensuring high quality education for all its pupils and good standards of learning and achievement.

**Candidates must only apply via MyNewTerm. Visit Trust Vacancies page for more information.**

**CV's will not be accepted.**

## Job Description

This post holder is accountable to the Senior Leadership Team. The post will require you to work in partnership with the colleagues across the School and Trust, and relevant external agencies.

**As HLTA, duties of this role will include but may not be limited to:**

- Provide cover supervision of classes and pupil support cover across Key Stage 1 & Key Stage 2
- Independently plan, prepare and deliver specified learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the direction and supervision of a class teacher or key stage leader
- Assess, record and report on development, progress and attainment
- Develop and implement Individual Plans for pupils (such as behaviour support plans and EHCPs), including attendance at, and contribution to, reviews
- Maintain the positive ethos and core values of the school, both inside and outside the classroom
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors
- Work with school leaders to track the progress of individual children and intervene where pupils are not making progress
- Report to parents on the development, progress and attainment of pupils
- Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy
- Participate in meetings which relate to the school's management, curriculum, administration or organisation
- Make effective use of ICT to enhance learning and teaching
- Supervise or manage the work and development of other classroom support staff
- Any other duties as deemed appropriate by the Headteacher

The work of the school/trust changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Staff will be expected to comply with any reasonable request from their line manager to undertake work related to supporting in education that is not specified within this job description and which is commensurate with the level of the post.



# PRINCE REGENT STREET TRUST

## Why Prince Regent Street Trust?

At Prince Regent Street Trust we are always looking to take on talented and impassioned individuals who align with our values of Excellence – Opportunity – Partnership. There are many reasons to choose our Trust as a great place to start or continue your career. We recognise the importance of a happy, healthy, rewarded and well-motivated workforce. Whether you are a senior leader, teacher or a member of our support staff we care about your career and want to help you feel valued and supported in your job. We are fully committed to supporting your career and professional growth, we offer extensive professional learning opportunities for all employees through a range of routes both across the Trust and from external partners.

### Our offer

- High quality professional development opportunities for all members of the school community
- Opportunities for collaboration at all levels for all staff through Trust wide working parties and peer networks
- Experienced, education-focussed Trust Central Team offering support across all areas of School
- Trust wide documentation to ease workload

*'I have made so many new friends and colleagues since being part of Prince Regent Street Trust. I feel well supported by others and there is always someone to share ideas with.'*

- Union Representatives invited into school
- Wesleyan Local Government and Teachers Pension Advisory Services
- Education Mutual membership:
  - Physiotherapy services
  - Mental Health services (counselling and menopause support)
  - Surgical assistance program
  - Financial wellbeing coaching
  - Flu jabs
  - 24/7 GP service
- HR Alchemy Professional Support
  - RewardMeNow app, including savings at Costa, ASOS, B&Q and Deliveroo
  - Occupational Health services

*'The GP contact was an efficient and extremely professional service. They were able to diagnose and prescribe medication during school hours and I was able to choose a convenient location to collect my prescription'*

- Well-being days / Golden Ticket Days for all staff
- Trust Wide Celebrations
  - End of Term Events
  - Termly Pupil Events such as PE, Music, Maths and a number of others

## Person Specification

Category	Essential	Desirable	Identified
<b>Application</b>	<ul style="list-style-type: none"> <li>• Fully supported in references</li> <li>• Well-structured application indicating a detailed understanding of:                             <ul style="list-style-type: none"> <li>○ important current educational issues</li> <li>○ working in an academy as part of a multi academy trust</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of current issues and their relevance for this School/Trust</li> </ul>	Application / references
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Ofqual recognised HLTA qualification/certification (Level 4 or above) or equivalent</li> <li>• Willingness to participate in relevant training and development opportunities</li> <li>• Qualifications at GCSE level or equivalent in Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>• First Aid training or willingness to undertake appointed person certificate in First Aid</li> <li>• Child Protection training</li> <li>• Training in the literacy/numeracy strategy</li> <li>• Training in Special Educational Needs strategies</li> </ul>	Application
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working across the primary age range, with a particular focus on supporting pupils within Key Stage 1 and Key Stage 2.</li> <li>• Classroom management – planning, teaching and assessment</li> <li>• Experience completing essential school documentation, examples not limited to CPOMs or EVOLVE</li> <li>• Experience implementing effective behaviour management strategies to promote positive behaviour, support emotional regulation, and maintain a safe, inclusive, and productive learning environment</li> <li>• Experience of supporting pupils with additional needs and those not working at their current expected age range</li> <li>• Ability to communicate and relate to all members of the school’s community</li> <li>• Ability to work effectively within a team environment, understanding classroom roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working across primary age range including EYFS</li> <li>• Understanding of statutory and non-statutory frameworks for school curriculum</li> <li>• Experience of curriculum development and of monitoring the impact of the curriculum on pupil achievement</li> <li>• Experience working with children who have experienced trauma, using trauma-informed practices and provide consistent support to promote positive outcomes</li> <li>• Experience of statutory assessment requirements</li> <li>• Understanding of SEN code of practice and disabilities legislation</li> </ul>	Application / interview

Category	Essential	Desirable	Identified
	<ul style="list-style-type: none"> <li>• Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate</li> <li>• Ability to adapt own approach in accordance with pupils needs</li> <li>• Experience of planning and developing learning activities with teachers; plans specified learning activities; responds to activity-related problems without referral to teachers. May be involved in planning, organising and developing individual support plans.</li> <li>• Understanding of SEND and strategies to support vulnerable pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant knowledge of First Aid</li> <li>• Knowledge of Child Protection</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of relevant CPD, and its impact, including relating to teaching and learning within the last 2 years</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continuous development and willingness to self-improve</li> </ul>	Application
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand and overcome the challenges of leading a fully inclusive school</li> <li>• Demonstrate good inter-personal skills and an approachable personality</li> <li>• Ability to communicate effectively</li> <li>• Excellent oral and written communication skills with an ability to negotiate at all levels.</li> <li>• Ability to build on current achievements and continue to raise standards</li> <li>• Ability to work as part of an ambitious and committed team</li> <li>• Have a clear understanding of the needs of primary age children including those with additional needs</li> <li>• Have a clear understanding of the current Ofsted Inspection framework</li> <li>• Be E-confident and able to understand and promote the benefits of ICT and future technology in an educational context</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to interpret and implement new legislation, policies and directives.</li> <li>• Ability to analyse information from a wide variety of sources and solve complex problems.</li> </ul>	Application / reference / interview

Category	Essential	Desirable	Identified
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to develop the children spiritually, morally, socially and culturally whilst supporting a broad, creative and inclusive curriculum</li> <li>• Appreciation of the importance of exploration, research and development of effective and innovative approaches to school improvement</li> <li>• Ability to build and sustain effective working relationships and partnerships with staff, governors, board members, parents/carers and the wider community and demonstrate enthusiasm and sensitivity while working with others</li> <li>• Ability to work in partnership with schools, key agencies and organisations</li> <li>• Ability to create a learning culture of high expectations within the organisation, which is recognised by staff, pupils and parents.</li> <li>• Commitment to personal development.</li> <li>• Be willing to work outside normal hours.</li> <li>• To be flexible in order to meet the demanding nature of this role.</li> <li>• Flexibility, mental resilience and well-developed self-management skills</li> <li>• Motivation to work with children</li> </ul>		Application / reference / interview