



WOODHILL
PRIMARY SCHOOL

Higher Level Teaching Assistant (SEND) Woodhill Primary School



Transforming children's lives through
partnership and collaboration



Inspire
Partnership



Rob Carpenter
CEO Inspire
Partnership
@robcarpenter

Welcome

Thankyou forexpressing an interest in applying for the role of Classroom Teacher at Woodhill Primary School.

We are an ambitious and growing multi-academy trust of ten schools situated in Greenwich, Croydon and Medway, serving diverse and aspirational communities of learners.

We have a track record of excellence and a national reputation for sustainable school improvement, focused on our partnership values:

- Collaboration matters
- Excellence in everything
- Community first
- Equity for everyone
- Continuous growth

As a partnership, we always strive to attract the most creative and committed staff who share our belief that success is gained by developing a growth mindset - one which values effort and believes anything is possible

Working for our partnership will provide exciting opportunities for candidates who are committed to excellence for all and thrive in a collaborative environment.

Our professional development offer is of the highest quality. We are engaged in a range of research projects that are shaping education policy, and have an extensive network of schools and organisations with whom we collaborate.

We are privileged to work with amazing young people who value strong relationships with adults, are creative and are eager to learn.

Our curriculum is dynamic, connects learning with global themes, and provides children with rich opportunities to flourish.

This is an exciting time to join the Inspire Partnership, as we build on the achievements of our schools and strengthen these foundations as we grow.

If you are a dedicated, resilient, and compassionate HLTA with the skills to support our pupils with complex needs, particularly autism, within our specialist provision, then we look forward to hearing from you soon.

The Role

The successful candidate will:

- Be a dedicated, resilient, and compassionate HLTA to support pupils with complex needs, particularly autism, within our specialist provision.
- Possess a good understanding of autism spectrum conditions, particularly in relation to pupils with high levels of need, including those who may be pre-verbal, experience sensory difficulties or are still developing their independence.
- Have a strong commitment to inclusive education, person-centred support, and trauma-informed practice is essential.
- Hold HLTA status or an equivalent qualification and demonstrate a proven track record of supporting teaching and learning, ideally within a special school or autism-specific environment
- The ability to lead learning activities under the direction of teaching staff, adapt materials to meet individual needs, and contribute meaningfully to individual education and behaviour plans.
Experience of using structured teaching methods such as TEACCH, Core Boards, Makaton, or other augmentative communication systems would be highly advantageous.
- Have excellent interpersonal skills
- behaviour support, and communication.
- Be proactive, flexible, and able to work
- both independently and as part of a multidisciplinary team.

Our benefits include:

- Being part of an ambitious and outward-facing Trust, commitment to staff wellbeing and workload, guided by our [Trust Relational Charter](#)
- Ongoing professional development and opportunities to work across the Partnership and within other school settings
- Access to Trust-Wide Innovation Hubs and collaboration with colleagues across the Partnership, focusing on key areas of educational development
- Enhanced family-friendly pay policies
- Access to confidential Employee Assistance Programme
- Electric Car Scheme
- Eyecare Voucher Scheme

HLTA (SEND)

Term-Time (plus one week) and Fixed Term (Up to 31st August 2027)

Salary: £28,358 per annum (pro rata of £32,533-£33,985 per annum)

Start date: As soon as possible

How to apply

Further information about our Trust is available at:

<https://www.inspirepartnership.co.uk> or to discuss this opportunity, please contact Ms Jodie Waterton, SENDCO - jwaterton@inspirewoodhill.co.uk.

Visits to our school are essential. To arrange a visit please contact Jodie directly.

- **Deadline for applications:** 12 noon Monday 31st August 2026
- **Interview date:** Monday 7th September 2026
- **Applicant guidance**
- _____

The Inspire Partnership Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS check.

The Inspire Partnership is an equal opportunities employer and welcomes applications from men and women of all ages from any background and from candidates with disabilities.

Job Profile

Job Title/Post: Higher Level Teaching Assistant (SEND)

Tenure: Term-Time Only (plus one week)

Fixed Term (until 31st August 2027)

Responsible to: SENDCo

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Job purpose:

The Higher Level Teaching Assistant (HLTA) will:

- Work with class teachers to raise the learning and attainment of pupils
- Lead lessons and ensure provision is in place in the teacher's absence.
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.

Key responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting
- relevant strategies to support the work of the teacher and increase achievement of all
- pupils with special educational needs and disabilities (SEND), particularly those with Autism and Moderate Learning Difficulties.
- Deliver high-quality teaching and learning opportunities in the teacher's absence (appropriate adult to child ratios will apply)
- Maintain the learning environment to a high standard in the teacher's absence, ensuring that it stimulates interaction, focus and interest and provides both planned and impromptu learning opportunities.
- Manage the deployment of adults, in line with teacher guidance, to ensure all pupils are well-supported, make progress and engage in lessons throughout the day.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures

Teaching and learning (continued)

- Support class teachers with maintaining good order and discipline among pupils,
- managing behaviour effectively to ensure a good and safe learning environment
- Observe pupil performance and pass observations on to the class teacher. In their absence, use the school systems in place to record observations from your sessions
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- Assist in organising the lunch period; to assist, feed and supervise children at lunchtime and break times, and to attend to personal hygiene and general welfare needs as required.

Planning

- Contribute to effective assessment and planning by supporting the monitoring,
- recording and reporting of pupil performance and progress as appropriate to the level of
- the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Working with staff, parents/carers and relevant professionals
- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision

Planning (continued)

- Contribute to meetings with parents and carers by providing feedback on pupil
- progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance
- and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers
- and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and Safety

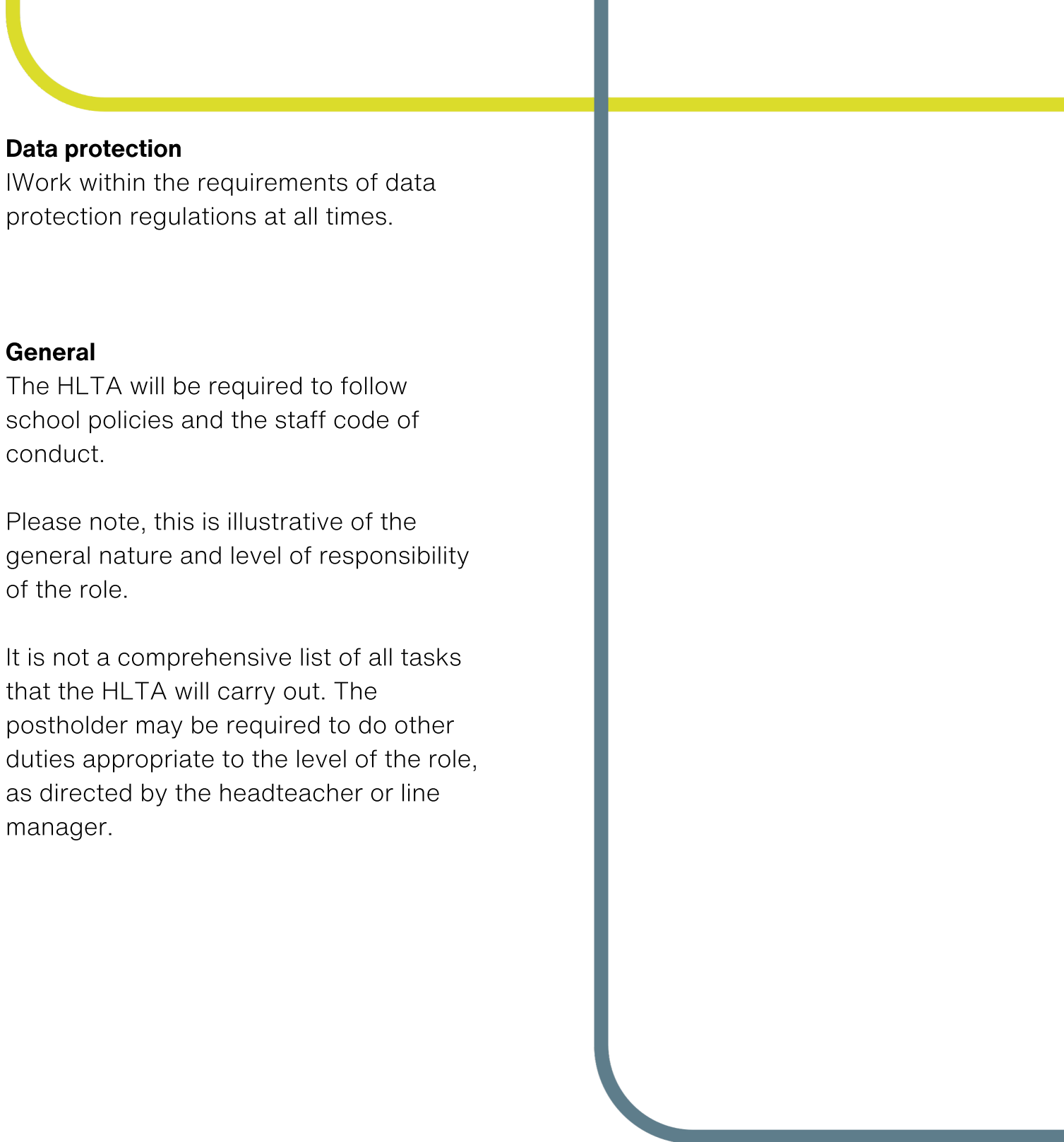
- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our
- school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by
- reflecting on their own practice, liaising with school leaders, and identifying relevant
- professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience
- needed for the role, with support from the school
- Attend INSET days or staff development meetings in accordance to contractual requirements or in mutually agreement
- Take part in the school's appraisal procedures

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- To ensure the physical welfare of children and to assist pupils with their physical needs as appropriate and agreed. This may include assisting with oral and personal hygiene including changing nappies/pads and facilitating incontinence programmes, feeding or assisting with feeding and supporting the pupil during break and lunch times as appropriate.

A thick yellow line starts at the top left, curves down, and then runs horizontally across the top. A thick blue line runs vertically down the right side, starting from the top and curving at the bottom right.

Data protection

Work within the requirements of data protection regulations at all times.

General

The HLTA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role.

It is not a comprehensive list of all tasks that the HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

Criteria	Qualities
Qualifications and training	● GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths ● First-aid training, or willingness to complete it ● Add any other experience or training needed
Experience	● Experience working in a school environment or other educational setting ● Experience working with children ● Experience planning and delivering learning activities ● Experience working with children with additional need
Skills and knowledge	● Good literacy and numeracy skills ● Good organisational skills ● Ability to build effective working relationships with pupils and adults ● Skills and expertise in understanding the needs of all pupils ● Knowledge of how to help adapt and deliver support to meet individual needs ● Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ● Excellent verbal communication skills ● Active listening skills ● The ability to remain calm in stressful situations ● Knowledge of guidance and requirements around safeguarding children ● Good ICT skills, particularly using ICT to support learning

Person specification

Personal qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people

The Inspire Partnership

Information about the trust

About us

The Inspire Partnership is passionate about transforming the future for our children through partnership and collaboration. Placing children at the centre of all we do, we aim to create a climate where excellence flourishes as a result of outstanding leadership, engaging teaching and high quality learning.

This comes from a desire to create a coalition for change in all of our schools, building a legacy where pupils are able to fulfil their true potential as learners.

At the Trust's inception, we recognised each of our founding schools required an alternative approach to improvement which focused more on relationships, connectedness and interdisciplinary approaches to learning.

This is why collaboration is central to our mission. It binds schools together as communities, reminding us that we exist in the People Age. The emphasis on transformation exists because our schools have all required rapid systemic improvement in practice.

Partnership and collaboration benefit us all and help school communities become stronger.

Our values

Collaboration matters because this creates shared agency amongst staff, pupils and our wider communities. We are stronger together and can achieve more through working in partnership.

Excellence in everything because we believe learning is an artform, measured best through the journey and the quality of the outcome. Excellence is inclusive because it creates a shared expectation in everyone to achieve.

Community first connects our mission to transform lives with our vision to ensure pupils have the skills, qualities and attitudes to achieve the very best. Leadership behaviours for everyone are rooted in serving communities, especially those who need us most.

Equity for everyone exists to ensure we are fair, enact ethical leadership and strive to remove barriers to learning wherever they exist.

Continuous growth applies to us as leaders of learning as much as children discovering the joy of learning. We all have the capacity to grow new skills, learn knowledge and gain new experiences. We grow best in a climate of trust, reciprocity and connectedness.

Our story so far



In 2013, the Partnership was formed from 3 primary schools in Greenwich - Foxfield Primary School, Rockliffe Primary School and Woodhill Primary School. We established a common curriculum framework, a suite of professional development training and networks of excellence shared between our staff.

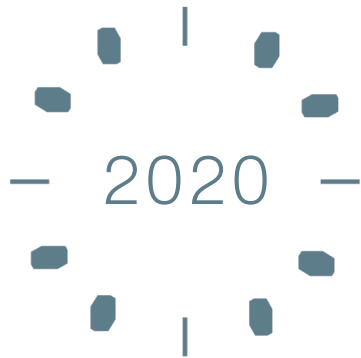
Within two years, all three schools had improved provision and outcomes for pupils and were judged to be good or outstanding by Ofsted and external partners.

The partnership had established a mature framework for school-to-school support programmes, delivered both locally and across the country.

In 2017, we were invited by Medway to support Maundene and then Elaine primary schools, both underperforming with declining standards and pupil outcomes way below national expectations.

Within a year of joining the Trust, each school had demonstrated rapid improvement.





In 2020, we began a new journey with four schools joining the Trust. Delce Academy joined us in March 2020, followed by Forest Academy, West Thornton Primary School and Woodside Primary School in April 2020.

Despite the challenges of lockdowns and the pandemic, as a family of nine schools we have continued to serve and strengthen relationships in our communities and to achieve our mission of transforming children's lives through partnership and collaboration.

In 2022, Forest Academy, Elaine Primary School and Maundene Primary School received inspections from Ofsted and we

were proud to share the vastly improved

positive transformation of the schools, which

were reflected in the good outcomes of all three reports.



In 2024, Delce Academy and West Thornton Primary School were inspected by Ofsted and we were delighted to have the schools' hard work validated with good and outstanding outcomes. Both schools had been judged as inadequate before joining the partnership.



In 2025, we welcomed Chattenden Primary School, Medway, into the partnership as we continue to grow our Trust.

Working with us

Our mission to transform children's lives through partnership and collaboration comes from a desire to create a coalition for change in all of our schools, building a legacy where pupils are able to fulfil their true potential as learners.

Our core terms and conditions of employment are in line with other local schools and we recognise national and local agreements relating to the fair and equitable management of school staff.

What sets us apart is the opportunity for you to work at the cutting edge of educational thinking and practice.

Regardless of your role, you will have the chance to develop your knowledge with access to the best training and development opportunities at each stage of your career, take part in ground breaking research projects and be actively encouraged to work collaboratively with some of the most talented and innovative colleagues, both at a local and national level.

If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be even better, there is no limit to what we can achieve. - Dylan Williams

Terms and conditions

We recognise the Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book'). We also recognise the framework for teachers pay set out annually in the School Teachers' Pay and Conditions Document.

Similarly, we recognise the support staff terms and conditions that are set out by the National Joint Council for Local Government Services National Agreement on Pay and Conditions (the 'Green Book')

Pay and pensions

You will be paid monthly into your nominated bank account and you will be able to access your payslips online. You will be automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pension Scheme through our admitted body status. Both schemes offer an attractive range of benefits.

Continuous service We recognise continuous service in line with the Redundancy Payments (Continuity of Employment in Local Government etc.) Order 1999.

Our benefits

Within our Partnership, we want to ensure that whilst supporting our wonderful pupils and communities, you feel valued as a colleague, and that your important contribution is fully recognised and appreciated.

As a values-based organisation, we want to ensure that your lived experience at work is rewarding, enriching and supports you to reach your goals both personally and professionally.

As a colleague of the Trust here are some of our great benefits:

Collaboration - We don't just talk about it, we live and breathe it in everything we do. As a member of staff you will experience a range of activities which allow you to work closely with colleagues not only in the Trust but across a variety of networks and partnerships as you share ideas and best practice. We are a Trust where innovation and new ideas are welcomed and encouraged.

Workload and Wellbeing - We have pledged our support to the DfE's Wellbeing Charter and as an ambitious and outward facing Trust we go beyond this through our commitment to staff workload and wellbeing as outlined in our Trust Relational Charter).

This includes the opportunity to provide feedback on matters that directly relate to you and your workload and wellbeing through a variety of mechanisms. As well as support from wellbeing champions and Mental Health First Aiders, you and your family will have 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance.

Employee recognition - We value the contribution of all staff across the partnership and take every opportunity to thank them for this as well as celebrate local and Trust-wide achievements through shout-outs in school briefings, our Partnership Press and the annual Trust Awards.

Professional development - You will be provided with ongoing professional training, development and opportunities tailored to your learning needs throughout your career. Including Trust-Wide Innovation Hubs and opportunities to collaborate with colleagues across the Partnership, focusing on specific areas of educational development.

Pay progression - No matter what role you do, pay progression is offered.

Pension schemes - All staff have access to two of the most attractive national pension schemes - Teachers' Pensions Scheme and Local Government Pension Scheme.

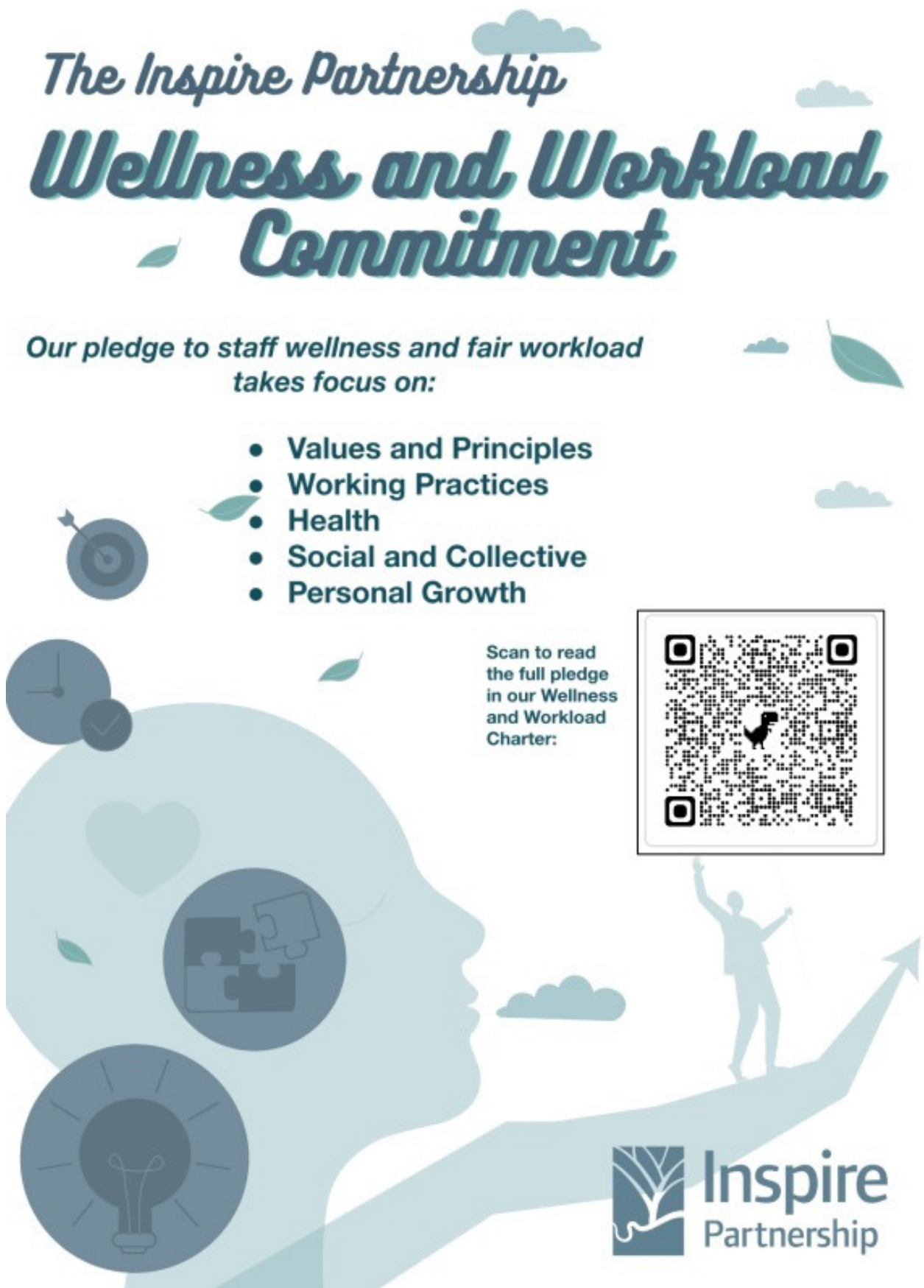
Electric car scheme - Eligible staff can access this scheme through salary sacrifice, making electric cars more affordable.

The Inspire Partnership ***Wellness and Workload Commitment***

***Our pledge to staff wellness and fair workload
takes focus on:***

- Values and Principles
- Working Practices
- Health
- Social and Collective
- Personal Growth

Scan to read
the full pledge
in our Wellness
and Workload
Charter:



 **Inspire**
Partnership

Our schools

Greenwich



Foxfield Primary School
Co-Headteachers: Megan Minnett and Tatum Ward
Telephone: 020 3260 7500
Find out more:
www.foxfield.org.uk



Woodhill Primary School
Headteacher: Swabra Lloyd
Telephone: 020 8854 5055
Find out more:
www.woodhillschool.co.uk



Rockliffe Manor Primary School
Headteacher: Nancy Cook
Telephone: 0208 854 4785 Find out more:
www.rockliffemanor.co.uk

Medway



Elaine Primary School
Headteacher: Rupinder Bansil
Telephone: 01634 294817
Find out more:
www.elaine.medway.sch.uk



Delce Academy
Headteacher: Michael Harris
Telephone: 01634 845242
Find out more:
www.delceacademy.co.uk



Maundene School
Headteacher: Joanne Capes
Telephone: 01634 864721
Find out more:
www.maundene.medway.sch.uk



Chattenden Primary School
Headteacher: Julie North
Telephone: 01634 250861
Find out more:
www.chattenden.sch.uk

Croydon



West Thornton Primary School

Co-Headteachers: Donna Callaghan and Jonathan Owen
Telephone: 020 8684 3497 Find out more:
www.westthornton.croydon.sch.uk



Woodside Primary School

Headteacher: Iman Atwal
Telephone: 020 8654 5333
Find out more:
www.westthornton.croydon.sch.uk



Forest Academy

Executive Headteacher: Swabra Lloyd
Telephone: 020 8777 2808
Find out more:
www.forestacademy.org.uk

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Links

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[Curriculum Showcase](#)

[Professional Learning](#)

[Applicant Guidance](#)

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