



Steel City
Schools Partnership

Monteney Primary

Recruitment information for
the position of

**Higher Level Teaching Assistant
Part-time, 3 days per week.**

Temporary to cover a maternity leave



HIGHER LEVEL TEACHING ASSISTANT

The Trustees of Steel City Schools Partnership are looking to recruit a skilled and inspirational practitioner to complement our existing educational support team.

This is a part-time (3 days per week Wednesday - Friday) temporary position to cover a maternity leave, starting on 15.04.2026.

Salary info: Grade 5 £30,024 - £32,597. Actual salary £17,449 - £18,944

General expectations

- To plan and teach / cover classes across the whole school: Nursery to Year 6.
- To plan and teach / cover lessons across the whole school as part of the cover timetable.
- The activities that are planned / delivered will be for whole classes.
- Cover classes as the need arises.

Relevant Qualifications:

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
- Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and Maths
- Training in the relevant learning strategies e.g. literacy

We are looking for individuals who are:

- Committed to a child centered philosophy
- Have a nurturing approach to all children.
- Able to assess children's progress and focus upon their next steps.

The successful applicant must be

- Committed to excellence within their work in school and across the partnership
- Able to work as an effective team member
- Be flexible to meet the needs of the school.
- Well organised
- Able to communicate with children and adults in a constructive and effective way.

For further information and / or to arrange a visit please contact the school on **0114 246 7916**
or email: enquiries@monteney.sheffield.sch.uk

We expect the successful candidate to work within our collaborative spirit and ethos, by building on the successes of the individual schools by working in conjunction with others to raise standards and enhance the outcomes for the pupils, families and communities we serve.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

**We value our diverse workforce and aim to work together to make the most of our differences.
We welcome applications from everyone.**

Closing Date: Friday 13th March 2026

Interview Date: Friday 20th March 2026

Steel City Schools Partnership is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share

JOB DESCRIPTION FOR POST OF

HIGHER LEVEL TEACHING ASSISTANT

The postholder must, at all times, carry out his/her duties and responsibilities within the spirit of Steel City Schools Partnership and School policies and within the legislative framework applicable to academies.

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|--------------------------------|---|
| POST TITLE | HIGHER LEVEL TEACHING ASSISTANT |
| RESPONSIBLE TO | HEADTEACHER |
| PURPOSE OF JOB | <p>Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes on a short-term basis including monitoring and assessment, recording and reporting on pupil achievement, progress and development</p> <p>Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training</p> |
| RELEVANT QUALIFICATIONS | <ul style="list-style-type: none"> • Meet higher level teaching assistant standards or equivalent qualification or experience • Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and maths • Training in the relevant learning strategies |

MAIN DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
2. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
3. Develop and implement Individual Education Plans.
4. Promote the inclusion and acceptance of all pupils within the classroom.
5. Support pupils consistently whilst recognising and responding to their individual needs.
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
8. Provide feedback to pupils in relation to progress and achievement.

SUPPORT FOR THE TEACHER

1. Organise and manage appropriate learning environment and resources.
2. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
3. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
5. Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
6. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
7. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
8. Administer and assess/mark tests and invigilate exams/tests.
9. Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

1. Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
2. Deliver local and national learning strategies e.g. literacy, numeracy, KS2, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
3. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
4. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
5. Advise on appropriate deployment and use of specialist aid/resources/equipment.

SUPPORT FOR THE ACADEMY

1. 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.
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
3. Contribute to the overall ethos/work/aims of the school.
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
5. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
6. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
7. Deliver out of school learning activities within guidelines established by the school.
8. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

1. Manage other teaching assistants.
2. Liaise between managers/teaching staff and teaching assistants.
3. Hold regular team meetings with managed staff.

Any other duties and responsibilities appropriate to the grade and role.

**Steel City Schools Partnership
Person Specification - Higher Level Teaching Assistant**

| Minimum Essential | Method of Assessment |
|---|-----------------------------|
| Skills / Knowledge | |
| Full working knowledge of relevant policies/codes of practice/ legislation | Application Form, Interview |
| Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies | interview |
| Good understanding of child development and learning processes | Interview |
| Understanding of statutory frameworks relating to teaching | Interview |
| Ability to organise, lead and motivate a team | Interview |
| Constantly improve own practice/knowledge through self-evaluation and learning from others | Interview |
| Ability to relate well to children and adults | Interview |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | Interview |
| Can use ICT effectively to support learning | Interview |
| Has sound speaking and listening skills to extend language in discussion | Interview |
| Can plan, implement and evaluate learning activities | Interview |
| Can undertake pupil assessment | Interview |
| Can manage the behaviour of pupils in a reasonable manner | Application Form, Interview |
| Has a caring positive attitude towards pupils welfare | Interview |
| Has an awareness of pupils with special educational needs | interview |
| Can maintain trust and confidentiality where appropriate | Interview |
| Can assist the school in forming a partnership with parents | Application Form, Interview |
| Has practical and organisational skills to prepare and manage educational resources | Application Form, Interview |
| Can complete and maintain pupils records | Interview |

| Experience, qualifications, and training (if any) | |
|--|-----------------------------|
| Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience | Application Form |
| Training in the relevant strategies e.g. literacy | Application Form |
| Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths | Application Form |
| Experience working with children of relevant age in a learning environment | Application Form, Interview |
| Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT | Application Form, Interview |
| Work related circumstances | |
| Can allocate some contractual time to after school staff meetings when appropriate | Application Form, Interview |
| Can allocate some contractual time to the whole of, or part of, staff training days when appropriate | Application Form, Interview |
| Can maintain personal presentation that sets high standards for the pupils | Application Form, Interview |
| Can work within the spirit of Steel City Schools Partnership Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc. | Application Form, Interview |