



Westminster C of E Primary Academy
Everyone Welcome, Everyone Belongs, Everyone Flourishes...nourished by God's Love



HLTA

Fixed Term Contract until 31st August 2027

35.5 hours per week - Term Time Only plus 2 days

Band 8 (point 17-22)

Required 1st September 2026

Closing date application: 3.00pm Monday 15th June 2026

Interview: Monday 22nd June 2026



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Thank you for taking an interest in this role.

We are excited to recruit an HLTA to support PPA and intervention provision for our school. This is an exciting opportunity for an outstanding candidate who is highly motivated to work with children in KS2.

The ideal candidate will have the skills, experience and knowledge to provide teaching and learning support to classteachers as part of our temporary structure to raise standards quickly, through targeted interventions for all. We are looking for someone with enthusiasm for all aspects of school life. In return we offer you the opportunity to contribute to the future of Westminster and to make learning enjoyable for our children.

Westminster is almost twice as large as an average primary school and, as a result of unplanned mass mobility into the area, our numbers on roll are stable and most classes are full. This unplanned mass mobility of children who are new to the country, community and school now makes up a large proportion of the school. Over the last 2 years, not including normal Nursery/Reception admissions, we have welcomed 125 new children into school (around 25% of NOR) and 68 children have moved on to other schools or moved to another country.

Significant numbers of our new children are asylum seekers and refugees and experienced severe trauma on their journey to our country, community and school. We know a number of our children have 3 or more ACEs through our Safeguarding and Inclusion work and recognise that there will be many more where we have not had notification or provide intervention.

We serve an area of extremely high socio-economic deprivation, where experience of, and aspiration to, education success has been historically and significantly low – IMD & LSOA data confirms the children live in an area that is identified as being in the most deprived 5% of the country and has become more deprived since 2015. Our constituency, Bradford East, has the highest rate of unemployment in Bradford, the lowest life expectancy and highest infant mortality rates. Crime figures show that we are in the 2% most affected areas in the country. 14% classed as obese on entry into Reception and 30% of Y6 children are classed as obese. Both these figures are higher than the national and Bradford averages and are despite our priority on physical activity in PE and healthy eating in DT.

Our local community was even more adversely affected by the COVID pandemic due to its existing difficulties and is still recovering from the impact. Our community outreach work is growing; we support around 100 families in many ways including debt counselling; food bank supporting at least 30 families per week (this has doubled since 2021-22); access to benefits advisor; supporting families fleeing domestic violence; providing clothing and essential household items; support for applying to secondary schools and basic language & number skills training for parents and carers all in addition to the ongoing academic communication.

Our school is improving in every way, thanks to the dedication of our staff and the support of our parents. Our proactive work to ensure that our curriculum and approaches meet the needs of all children, including the large proportion who are new to the country, community & school, has been recognised by Ofsted and our Trust. This HLTA role is pivotal to our work to further improve our end of KS2 outcomes.

I look forward to discussing this role with you further.

Simon Gallacher
Headteacher



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About BDAT

Westminster CofE Primary Academy is part of Bradford Diocesan Academies Trust. The successful candidate will be employed by BDAT although their main place of work will be at Westminster. BDAT strives to be diverse and inclusive employer a place where we can ALL be ourselves. We encourage and welcome applications from everyone.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our Mission Statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

BDAT People: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The Faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice. By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>



Summary of main duties/responsibilities

Job Title: Higher Level Teaching Assistant

Responsible to: Headteacher, SLT, TLR Team

Job Purpose: To complement the professional work of teachers by planning, preparing and delivering learning activities for individuals, groups and whole classes through accurate monitoring and assessing or pupils learning with support from Base Leaders and SLT, to provide all children (including those who are new to the country, community & school) with the very best possible education ensuring that Everyone is Welcome, Everyone Belongs and Everyone Flourishes, nourished by God's Love.

Main Duties / Responsibilities

SUPPORT FOR PUPILS

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

SUPPORT FOR THE TEACHER

- Organise and manage appropriate learning environment and resources
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established Positive Behaviour policy to anticipate and manage behaviour constructively.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Plan, resource and deliver high quality regular PPA cover and mark work in line with academy policy for taught lessons
- Administer and assess/mark tests and invigilate exams/tests



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SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to student responses/needs
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

SUPPORT FOR THE ACADEMY

- Comply with and assist with the development of policies and procedures relating to safeguarding & child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings and training
- To support, uphold and contribute to the development of the Academy Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Provide daily lunch cover
- Undertake morning and afternoon door duties to greet parents and pupils and pass on messages.

RESOURCES

- Determine the need for, prepare and maintain general and specialist equipment and resources
- Help pupils access specialist learning resources as required
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for pupils

GENERAL DUTIES:

- To attend academy events
- Liaise with outside agencies at an academy and local level
- To attend and participate in meetings as required
- To improve own practice through training, observation, evaluation, discussion with colleagues and other learning activities including performance management, and use this to support others
- To work as part of a team and support the role of other staff within the academy.



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- To be aware of and comply with all academy policies including safeguarding, child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate member of senior leadership team.
- To demonstrate a flexible approach to undertaking tasks and responsibilities.
- To contribute to the overall vision, ethos and aims of the academy.



Personal Specification

Qualifications	Essential	Desirable
Maths & English GCSE	✓	
HLTA / QTS		✓
Experience & Skills	Essential	Desirable
Experience of supporting learning in Key Stage 2	✓	
Experience of supporting learning in Key Stage 1		✓
Experience of working closely with parents		✓
Experience of teaching whole classes	✓	
Experience of leading small group interventions and activities	✓	
Good organisational and interpersonal skills	✓	
Excellent behaviour management skills	✓	
Experience of managing staff		✓
Understanding of current safeguarding legislation and a commitment to implementing these in school	✓	
Training	Essential	Desirable
Evidence of continuing professional development	✓	
Evidence of Safeguarding & Prevent training	✓	
Commitment to continuing professional development as part of the role	✓	
Special Knowledge	Essential	Desirable
Knowledge of effective behaviour management	✓	
Clear understanding of how children learn and awareness of effective teaching strategies	✓	
Personal Circumstances	Essential	Desirable
Eligible to work in the U.K.	✓	
No contra-indications in personal background/criminal record indicating unsuitability to work with children/young people	✓	
Emulate the values of Westminster: <i>Compassion, Thankfulness, Determination, Respect, Forgiveness and Responsibility</i>	✓	
Disposition/Attitude	Essential	Desirable
Ability to work closely as part of a team	✓	
Commitment to school vision	✓	
Ability to communicate effectively at all levels	✓	
Flexible and positive approach to change	✓	
Ability to maintain a high level of confidentiality and discretion at all times	✓	



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Practical / Intellectual Skills	Essential	Desirable
Proactive	✓	
Creative thinking	✓	
Driving licence & business use insurance		✓
Physical / Sensory	Essential	Desirable
Must be able to perform all duties and responsibilities in work location with reasonable adjustments where appropriate	✓	
Equality & Safeguarding	Essential	Desirable
Candidates should indicate an acceptance of, and a commitment to, <ul style="list-style-type: none"> the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the community. 	✓	
Be committed to Safeguarding and promoting the welfare of children and young people	✓	



Application Process

BDAT strives to be a diverse and inclusive employer, a place where we can ALL be ourselves. We encourage and welcome applications from everyone.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on any of the protected characteristics (age, gender reassignment, marriage or civil partnership, pregnancy, disability, race, religion or belief, sex, and sexual orientation). The person specification sets out the criteria used to assess candidates through the selection process

Applications

Please ensure that all parts of the application are completed as directed or by using our recruitment website - mynewterm.com. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position and fill in all parts of the form.

All applications will be acknowledged by email within 48 hours. Should you fail to receive a confirmation, please speak to Anita Nila.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a shortlisting panel. We carefully check all applications for gaps in employment and anomalies, which will be discussed with candidates invited to interview.

Candidates who best meet the person specification will be invited to an interview.

An email will be sent to all applicants informing them if they have been shortlisted or not, shortly after the closing date.

References

We request references for all candidates who are invited to interview. Your first referee should be your current or last, employer.

Interview Day

The interview day format will be confirmed in your interview invite letter. It will consist of several tasks and/or activities and will include a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of your right to work in the UK, your qualifications and identity on the day.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We offer brief feedback on request.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. All offers are made subject to:

- Two references satisfactory to us
- A satisfactory enhanced DBS check
- Satisfactory online checks
- Provision of proof of identity, right to work in the UK and qualifications



Probation and Training

The post will be subject to a probation period which will be outlined in the employment contract. Appropriate training will be provided.

Record Keeping and data protection

Records will be kept of:

- Job description and person specification;
- Shortlisting criteria;
- Any interviews conducted, including interview notes and any scoring undertaken;
- Reasons for selecting and rejecting candidates.

The BDAT retention policy states that applications and interview notes for unsuccessful candidates are retained for + six months

Disabled Applicants

Candidates indicating that they have a disability on the application form, providing that they meet the essential criteria on the Person Specification, will be included on a shortlist.

Key Dates

Closing date application: 3.00pm Monday 15th June 2026

Interview: Monday 22nd June 2026

How to contact us:

Westminster Church of England Primary Academy
Westminster Road
Bradford
BD3 0HW
Tel: 01274 648490
Email: anita.nila@west.bdat-academies.org

Queries regarding this vacancy: If you require a paper copy of this document or you have any questions about the vacancy, please contact Anita Nila on 01274 648490 or anita.nila@west.bdat-academies.org

Westminster Church of England Primary Academy is strongly committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to satisfactory vetting, including an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check.