



Bankwood Primary

Recruitment information for
the position of

**Higher Level Teaching Assistant
Full time, 37 hours per week
(Responsible for the 2 year old
provision within the nursery)**

HIGHER LEVEL TEACHING ASSISTANT



Steel City
Schools Partnership

The Trustees of Steel City Schools Partnership are looking to recruit a part-time skilled and inspirational practitioner to complement the existing educational support team at Bankwood Primary.

**This is a permanent position to start 13/04/2026, 37 hours / 39 weeks per year.
Grade 5 £30,024 - £32,597 (pro-rata), actual part time salary £25,825 - £28,038.**

General expectations

- To plan and teach within the 2 year old provision.
- The activities that are planned / delivered will be for the whole class.
- To be responsible for the direction of other teaching assistants within the 2 year old provision

Relevant Qualifications:

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.
- To have an early years qualification meeting the expectations of the Department for Education approved level 3 qualification
- Excellent numeracy/literacy skills – equivalent to NVQ level 2 in English and Maths
- Training in the relevant learning strategies e.g. child development

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
- Responsive to feedback from line managers

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
- 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 239 6711**

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.**

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.

POST TITLE	HIGHER LEVEL TEACHING ASSISTANT
RESPONSIBLE TO	HEADTEACHER / EARLY YEARS LEADER
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 (2 year old nursery provision) 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 • To have an early years qualification meeting the expectations of the Department for Education approved level 3 qualification • 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 Support 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, worksheets, 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, KS3, 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 line 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