



**Bradwell
Junior School**

Higher Level Teaching Assistant

Applicant Pack



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The vacancy

Post advert

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| Deadline for applications: | 11.59pm on 24 June 2026 |
| Interviews to be held: | Friday 3 July 2026 |
| To start: | ASAP |

Are you a nurturing, child-centred HLTA, with experience of working with children with social, emotional and mental health needs? Do you gain satisfaction from helping children grow in confidence, not only in their learning, but also in themselves? If so, then we have the job for you!

Bradwell Junior School are looking for an experienced HLTA, with an excellent understanding of supporting children with complex SEMH needs, to act primarily as a key worker for one child to support their reintegration into the school setting.

This role will involve working closely with the class teacher and SENCO to plan a bespoke curriculum which may be delivered both in the home or school setting.

You will join a small, friendly and supportive team, who are committed to empowering everyone to thrive and succeed. Visits to the school are warmly welcomed. To organise a visit, or to find out more information, please email the school office on info@bradwelljunior.chorustrust.org or phone us on 01433 620473.

This post is for 27.5 hours (39 weeks, term time only) working 8.30am-2.30pm Monday to Friday with a 30-minute lunch break each day.

Role summary

| | |
|---|--|
| Post title: | Higher Level Teaching Assistant – Level 4 |
| Profile: | LD3 |
| Grade: | 5 |
| Grade spinal point range: | SCP 15 to 20 |
| Salary: | £30,024 - £32,507 (pro rata £19,194 - £20,781) |
| Accountable SLT post: | Headteacher |
| Line manager (if different): | N/A |
| Staff to be supervised or line managed by post holder: | SLT Lead for Inclusion SENCO |
| Post holder will work with: | Other teaching and support staff |
| Holiday and sickness relief: | By and for other Education Support staff |
| Purpose of post: | 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 both in the home and school setting. These activities are primarily for individuals but may also include small groups or whole classes. This will include monitoring and assessment, recording and reporting on pupil achievement, progress and development and possibly elements of personal care.

Version revised: May 2026

Contract: Temporary 27.5 hours/ 39 weeks
Monday to Friday 8.30am to 2.30pm

At Chorus Trust we are committed to the safeguarding of all our pupils, please visit our website to access our safeguarding and child protection policy at www.chorustrust.org/policies.

The trust will conduct an online search of the successful candidate in line with the DfE's keeping children safe in education advice.

The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.



Job description

The post holder must at all times carry out their responsibilities within the spirit of the school and trust policies and within the framework of legislation relating to academies and education, with particular regard to the statutory responsibilities of the trust and the governing body of the school.

To be responsible for providing pupil support for the students within and outside the classroom in order to raise attainment for vulnerable students to the standards required by the school/Trust and appropriate external bodies.

Duties will include, but not be limited to:

Specific duties and responsibilities

Support for the Students

- To jointly 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.
- Develop and implement Personal Learning Plans.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- 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.
- To act as a named keyworker supporting reintegration of individuals into the school setting.

1:1 Special Care

- Supervise pupils and attend to their personal needs and implement personal programmes including social, health, physical, hygiene, first aid and welfare matters.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil 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 discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.

Support for the Curriculum:

- Deliver learning activities to pupils, in the home and school setting, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, 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.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the trust/school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Work in a flexible way to respond to the needs of the trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- Team responsibilities: all staff are considered part of the overall trust team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.
- From time to time, to meet the needs of the trust, you may be asked but not expected to work hours additional to your normal working hours. The trust will give you as much notice as possible and you will be paid/recompensed for such work. Situations where this might be required are, for example: relevant key school events such as open evenings, exam results days, trips, clubs, training etc.



Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher/Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the governing body or board of trustees and/or senior leadership team as required. Trade union representation will be welcomed in any such discussions.



Person Specification

Job Title: Higher Level Teaching Assistant

| REQUIREMENTS | Essential | Desirable | Assessment method A = application I = interview R = reference |
|---|-----------|-----------|--|
| Knowledge, experience and skills | | | |
| Full working knowledge of relevant policies/codes of practice/legislation | ✓ | | A / I |
| Working knowledge and experience of implementing national foundation stage and KS1/2 curriculum and other relevant learning programmes/strategies | ✓ | | I |
| Good understanding of child development and learning processes | ✓ | | I |
| Understanding of statutory frameworks relating to teaching | ✓ | | I |
| Works constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | ✓ | | I |
| Sound speaking and listening skills to extend language in discussion | ✓ | | I |
| Able to plan, implement and evaluate learning activities | ✓ | | A / I |
| Undertakes pupil assessment | ✓ | | A / I |
| Has an excellent understanding of pupils with special educational needs (SEMH/ASD/ADHD) | ✓ | | A / I |
| Experience of completing and maintaining pupil records | ✓ | | A / I |
| Qualifications | | | |
| Good level of literacy and numeracy e.g. GCSE Maths and English at grade 4 or above. | ✓ | | A |
| Meet Higher Level Teaching Assistant standards or equivalent qualifications | ✓ | | A |
| Specialist skills/ training in curriculum or learning area – working with children with complex SEMH needs – for | ✓ | | A / I |



| | | | |
|---|---|---|-------|
| example, training in Thrive approach, EBSA, play therapy, counselling | | | |
| Other skills | | | |
| Ability to organise, lead and motivate a team | | ✓ | A / I |
| Constantly improves own practice/knowledge through self-evaluation and learning from others | ✓ | | A / I |
| Uses ICT effectively to support learning | ✓ | | A / I |
| Ability to assist the school in forming a partnership with parents | ✓ | | A / I |
| Practical and organisational skills to prepare and manage educational resources | ✓ | | A / I |
| Maintains personal presentation that sets high standards for the pupils | ✓ | | I |
| Interpersonal skills | | | |
| Constantly improve own practice/knowledge through self-evaluation and learning from others | ✓ | | A / I |
| Ability to relate well to children and adults | ✓ | | A / I |
| Has a caring positive attitude towards pupils welfare | ✓ | | A / I |
| Maintains and develops trust and confidentiality where appropriate | ✓ | | A / I |
| Child protection | | | |
| A commitment to the responsibility of safeguarding and promoting the welfare of young people. | ✓ | | I |



Bradwell Junior School

Bradwell Junior School is situated in the village of Bradwell, in the Hope Valley in the north of Derbyshire. It welcomes 50 pupils through its doors, from Year 3 to Year 6.

The historic school building includes two classrooms with separate areas for small group work. Pupils benefit from a well-equipped food technology room, and regular access to community facilities such as the Bradwell Community Library and War Memorial Hall.

At Bradwell Junior School, we strive to create an environment where we are all learners, an environment where curiosity is encouraged and where a love for learning is fostered. Children, staff and parents work actively in partnership to enable all children to realise their individual full potential.



In addition to trust-wide benefits for all staff, those at Bradwell Junior School also have access to:

- Supportive and friendly staff and leadership team.
- Free staff parking.
- Active village community.
- Internationally renowned rural landscape on the doorstep.

You can view the school website at: www.bradwelljunior.chorustrust.org.

Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is ‘Outstanding Achievement for All’. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:



An ethos of being a **force for good**; of being part of a team that enables ‘outstanding achievement for all’.



Leading edge **training and development** through the South Yorkshire Teaching Hub.



Competitive **pension schemes**: Teacher’s Pension Scheme (teaching staff) and local government pension scheme (support staff).



Discounted **health schemes** through Westfield Health and Westfield Rewards Schemes, plus **free annual flu jabs** with Boots Corporate Health and **free eye tests** with Specsavers.



A **collaborative environment** encouraging knowledge sharing and support.



Term-time only contract postholders have the freedom of having **school holidays** off.



Career progression opportunities within a growing, local trust.



Support for **flexible working** arrangements.

You can read more about Chorus Trust at www.chorustrust.org.

