



DITTON PARK ACADEMY

Higher Level Teaching Assistant Recruitment Pack



Letter from the Principal

Dear Applicant

Thank you for your interest in applying for the position of HLTA. This role is a key position in the academy, its growth and future developments, and the successful candidate will join a team of highly motivated and talented colleagues across the rest of the academy.

This is an exciting time to be joining our academy as we continue our journey towards excellence in everything. This new post is instrumental in achieving our vision over the coming years whilst responding to the ever-changing educational issues.

The successful candidate will have the knowledge and skills to add value in these areas, but will also be flexible and creative, with a passion for education and a track record of excellent teaching and support to our most vulnerable students and building great relationships with students, staff, and parents.

Since the academy opened in 2014, it has gone from strength to strength and due to its reputation and success is in discussion about a significant expansion to accommodate growth in student numbers Post 16.

In March 2023, the academy was visited by Ofsted and stated we remain 'Good' with many outstanding features. We are delighted that our continuous journey of self-improvement has seen many reviews that recognise our many strengths and delighted with this recent Ofsted visit.

The culture of the Academy has a strong ethical stance, core values and ethos to inspire individuals in the academy to develop as global citizens and to be the best they can be. We have four core values; Self-Worth, Aspire, Success, Honesty which are embedded into the life of the academy.

We are looking for a person with integrity who is genuinely committed to improving the life chances of young people and adults, not only in the academy but also in our community.

Please get in touch if you would like to discuss the role or would like to visit. We look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'N. Caulfield', with a stylized flourish at the end.

Nick Caulfield
Principal

The application process

The **closing date** for applications is Thursday 3rd September 2026.

General discussions

For an informal chat about the role and the academy or to arrange a visit, please contact the Principal's PA, Sue Patrick, s.patrick@dittonparkacademy.co.uk

How to apply

Please ensure you complete the application form clearly addressing the person specification. This should be returned electronically to the Principal's PA, Sue Patrick, s.patrick@dittonparkacademy.co.uk by Midnight, Thursday 3rd September 2026.

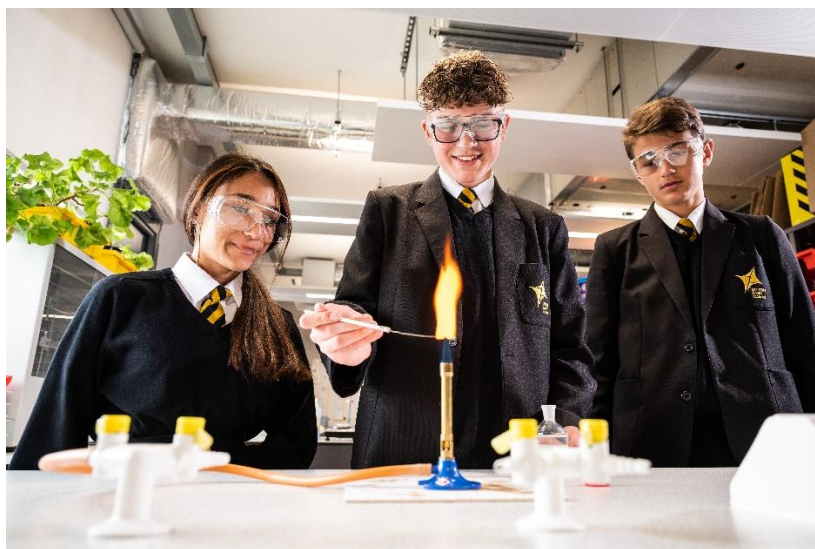
We advise applying promptly for this post as we reserve the right to close and interview early if sufficient suitable applications are received.

All applications will be acknowledged upon receipt.



Our vision – “the future lies in the present”

To maximise potential in a nurturing and aspiring community providing opportunities to make positive contributions as global citizens, now and in the future.



- Deliver a high quality balanced, modern education using innovative teaching
- Develop happy, motivated young people, valued for their individual skills and abilities
- Equip our students for their futures, developing agile learners
- Prepare students for work through strategic partnerships spanning education, business and the community
- Allow students many opportunities to be imaginative, original and work together
- Understand and meet the learning needs of each student
- Provide a learning environment designed to inspire creativity and drive enterprise
- Provide first-class support structures to allow students from all backgrounds and circumstances to thrive



Our values

Self-Worth + Aspire + Success + Honesty

- **Self-Worth** (High Expectations, Commitment to Learning, Happy, Confident, Belief)
- **Aspire** (Dreams, Hard-working, Perseverance, Determination, Curiosity)
- **Success** (Independence, Resilience, Achieve goals, Active citizens, Humility)
- **Honesty** (Respect, Kindness, Trustworthy, Inclusive, Truthful)

Ethos and Culture

Curriculum - provide a broad and rich curriculum (and extra-curricular experiences) that is engaging and relevant and which builds skills and knowledge in a carefully planned way, maximising value from connections across subjects and over time. Ensure T&L is always good and better through high-quality CPD, a commitment to pedagogy, excellent subject knowledge, high levels of engagement and effective support and challenge.

People - Staff feel supported and can develop, and unnecessary workload is tackled. Leadership development for staff and students is a strong feature of the academy's work. There are carefully planned opportunities for staff to develop within the academy. Opportunities for student leadership are provided in the classroom, through the house system and at extracurricular activities as well as through more formal student voice and student leadership structures.

Culture - The academy is a great place to work because relationships between stakeholders are positive, students demonstrate good behaviours for learning and good conduct. Staff and student morale is high because stakeholders have a voice. All stakeholders have the support around them that they need to succeed.

Community - The academy is active in its positive engagement with the community and successfully works in partnership within and beyond the Trust. The academy is developed as a community resource with a full programme of community use & lettings. The academy adds value to the community and its reputation is strong, leading to being oversubscribed year on year.

Our attention to self-evaluation, national and local priorities and new educational initiatives are measured through the students' successful academic outcomes and both their and staff welfare.

Priority 1	Self-Regulation: All stakeholders support self-regulation to further improve. 1. Punctuality 2. Relationships 3. Language 4. Low Level disruption 5. Personalisation
Priority 2	Language Development: All stakeholders improve independent learning, reading and oracy. 1. Early-stage readers 2. Independence 3. Oracy 4. Disciplinary Literacy 5. Personalisation
Priority 3	Vulnerable Groups: All stakeholders effectively adapt provision to meet the needs of students. 1. More Able 2. Belonging 3. Parent/Carer engagement 4. Improved Outcomes 5. Personalisation

Job Description

Job Role

The higher learning teaching assistant is responsible for:

- Complementing the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups, or on a short term basis for whole classes.
- Monitoring students and assessing, recording and reporting on students' achievement, progress and development.
- The management and development of a specialist area within the academy – Nurture Group/Combined Studies
- The possibility of line managing teaching assistants and any other staff falling under this post holder's remit including their induction, training and appraisal.
- Contributing to the overall ethos, work and aims of the academy.

Duties and responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the headteacher and line manager.

Conditions of employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).
- S/he is required to support and encourage the academy's ethos and its objectives, policies and procedures as agreed by the governing body.
- S/he shall uphold the academy's policy in respect of child protection and safeguarding matters.
- S/he shall be subject to all relevant statutory and institutional requirements.
- S/he may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification at any time after consultation with the post holder.
- All staff are required to participate in the academy's appraisal scheme.
- Undertake duties as and when directed by the academy to ensure that students are fully supervised.

Job specification

Operational

- S/he shall establish and maintain good relationships with all students, parents/carers, colleagues and other professionals.
- S/he shall organise and monitor the workloads of teaching assistants and any other staff falling under her/his remit to meet departmental needs, including cover for absences and delegating tasks appropriately.
- S/he shall understand and implement the academy's behaviour policy and code of conduct including the issuing of rewards and sanctions within the academy's policies and procedures.
- S/he shall ensure that students are aware of the academy's behaviour policy and code of conduct, and support students to comply with them and to understand the consequences of their behaviour.
- S/he shall report any incidents of unacceptable behaviour or issues of concern to the appropriate member of staff.
- S/he shall assess students' needs and use detailed knowledge and specialist skills to support their learning.
- S/he shall be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- S/he shall promote and encourage the acceptance and integration of all students within the classroom by using appropriate strategies and complying with academy policies.
- S/he shall supervise and provide support to individuals, groups and classes of students including those with special educational needs (SEN) ensuring their safety and access to learning activities and encouraging them to become independent learners within their own ability.
- S/he shall organise and manage a positive and appropriate learning environment and use of resources.
- S/he shall, within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons / work plans as appropriate.
- S/he shall support students consistently whilst recognising and responding to their individual needs.
- S/he shall motivate and encourage students and help them to develop their self-esteem.
- S/he shall encourage students to interact and work co-operatively with others.

- S/he shall implement pre-determined learning activities and teaching programmes for individuals and groups of students, including those linked to national and local learning strategies, adjusting activities according to student needs and responses.
- S/he shall make effective use of opportunities provided by learning activities to support the development of relevant skills.
- S/he shall develop and implement individual education plans (IEPs), individual behaviour plans and personal care plans for students.
- S/he shall select, prepare and maintain general and specialist equipment and resources necessary to lead learning activities, taking account of students' interests, language and cultural backgrounds.
- S/he shall use ICT effectively to support learning activities and to develop students' competence and independence in its use.
- S/he shall advise on appropriate deployment and use of specialist equipment and resources, including ICT.
- S/he shall, in discussion with the class teacher, produce lesson plans, worksheets and additional curriculum materials.
- S/he shall ensure students are able to use the equipment, other specific aids and materials.
- S/he shall assist students to access learning activities through specialist support.
- S/he shall work to establish a supportive relationship with parents/carers in order to facilitate strong and constructive links between home and academy.
- S/he shall support the role of parents/carers in students' learning, and contribute to and/or lead meetings to provide constructive feedback on students' achievement, progress and development.
- S/he shall, in liaison with the class teacher, establish and develop constructive relationships and communicate with other agencies and professionals to support progress and achievement of students.
- S/he shall initiate and lead, as appropriate, the development of multi-agency approaches to supporting students.
- S/he shall act as the point of contact between managers, teaching staff and teaching assistants.
- S/he shall monitor and evaluate students' progress and responses in respect to all learning activities through a range of assessment and monitoring strategies, against pre-determined learning objectives.
- S/he shall provide students with feedback on their progress, development and achievements.
- S/he shall provide objective and accurate verbal and written feedback to the teacher and other professionals on student achievement, progress and other matters ensuring availability of appropriate evidence.

- S/he shall, in accordance to academy guidelines, contribute to the identification and implementation of out-of-academy learning activities to consolidate and extend learning carried out in the classroom.
- S/he shall implement and undertake the supervision of students during breaktimes, and lunchtimes as required.
- S/he shall co-ordinate and assist in putting up and maintaining appropriate displays within the classroom and the academy.

Personnel

- S/he shall identify training needs of teaching assistants and any other staff falling under her/his remit and organise appropriate development opportunities in discussion with her/his line manager.
- S/he shall complete appraisals and the setting of appropriate targets for teaching assistants and any other staff falling under her/his remit.
- S/he shall maintain attendance and training records for teaching assistants and any other staff falling under her/his remit.
- S/he shall be involved in the recruitment of teaching assistants and any other staff falling under her/his remit when required.
- S/he shall regularly meet with and represent teaching assistants at meetings as required.
- S/he shall deal with any disciplinary issues in accordance with academy procedures and policies and as directed by her/his line manager.

Administrative

- S/he shall undertake all necessary clerical and administrative tasks as required.
- S/he shall ensure that all administrative duties, checks, documentation, reports and returns (internal and external) are completed accurately and submitted within required deadlines.
- S/he shall collate information, statistics and prepare reports as required by her/his line manager, the headteacher and the governing body.
- S/he shall undertake responsibility for administration relating to all areas within her/his remit.
- S/he shall input and extract information from the academy's database system/s.
- S/he shall maintain both manual and computerised records and filing systems relating to all areas within her/his remit as required.
- S/he shall take minutes/notes in meetings as required and circulate associated information.
- S/he shall deal with correspondence promptly and as required.
- S/he shall administer and assess routine tests and undertake the marking of students' work.

General

- S/he shall attend parents' evenings, open days, academy events and meetings with parents/carers and other professionals as required.

- S/he shall supervise students on educational visits and participate in extra-curricular activities as required.
- S/he shall invigilate academy and public examinations and tests as required.
- S/he shall attend relevant meetings and training sessions.
- S/he shall undertake first aid training and responsibilities as required.
- S/he shall arrange and give training sessions to staff to ensure that they are aware of associated procedures and regulations.
- S/he shall recognise own strengths and areas of specialist expertise, and use these to lead, advise and support others.
- S/he shall be responsible for the effective management of budgets within her/his remit.
- S/he shall implement, in conjunction with other staff and members of the SLT, all health and safety procedures and requirements.
- S/he shall keep up to date with developments and changes in requirements and regulations, and communicate appropriate information to colleagues.
- S/he shall comply with and assist in the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Qualifications and experience:

- Educated to at least GCSE grade C standard or equivalent in English and mathematics.
- A higher level teaching assistant qualification and/or experience.
- Successful completion of training in relevant field/s eg dyslexia, sign language, braille, bilingual, literacy/numeracy/ICT learning programmes.
- Significant experience of working with children/young people in an environment to support learning.
- Experience of working with external agencies and other professionals.
- Experience in the line management of staff.
- Ability to build and form good relationships with students, parents/carers and colleagues.
- Strong verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents/carers and other professionals.
- Ability to work constructively as part of a team, understanding academy roles and responsibilities including own.
- Ability to improve own practice/knowledge through self- evaluation and learning opportunities.

- Excellent standard of numeracy and literacy skills.
- Ability to use a range of ICT packages and equipment effectively to support learning.
- Ability to absorb and understand a wide range of information.
- Good understanding of principles of child development, learning processes & barriers to learning.
- Working knowledge of national curriculum and other learning programmes/strategies.
- Working knowledge of relevant policies and procedures, and awareness of relevant legislation.
- Working knowledge of planning and delivery of relevant learning activities.
- Working knowledge of behaviour management strategies.
- A diplomatic and patient approach.
- Able to appropriately deal with confidential information/situations.
- Able to follow direction and work in collaboration with line manager.
- Ability to show initiative and to prioritise one's own work and meet required deadlines.
- Efficient and meticulous in organisation.
- Desire to enhance and develop skills and knowledge through CPD.
- Commitment to the highest standards of child protection and safeguarding.
- Recognition of the importance of personal responsibility for health and safety.
- Commitment to the academy's ethos, aims and its whole community.

“Ditton Park Academy (SASH Education Trust), as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf”.