

The **GALLERY** TRUST



A community of special schools



Bardwell School

Together We Thrive

**HLTA – Cover Support
Candidate Information**

Thank you for your interest in the post of Higher-Level Teaching Assistant – Cover Support at Bardwell School.

Bardwell School is a welcoming and ambitious community for children and young people aged 2–19. We believe every student deserves an excellent education where they are known as individuals and encouraged to flourish. We recognise each student's unique strengths and provide learning that reflects who they are, helping them make meaningful progress throughout their time with us.

Our STAR values – Safe, Together, Amazing and Ready – are at the heart of everything we do. They shape how we work together and influence the decisions we make every day. We are committed to creating a positive environment where everyone feels valued and can thrive.

Bardwell is proud to be part of The Gallery Trust. Working alongside other specialist schools gives us opportunities to share expertise, learn from effective practice and continue improving the education we provide for our students.

If you would like to visit the school before submitting your application, we would be delighted to welcome you. Seeing Bardwell in action is the best way to experience our community.

Thank you again for your interest. We look forward to receiving your application.



Mrs Jo McGill
Head Teacher

HLTA Cover Support Supporting & Delivering Learning

Grade 9: £30,151 to £32,909 pro rata per annum
Actual annual salary: £20,539 to £22,418
32.5 hours a week, term time only (38 weeks a year)

Permanent and FTC

The Higher-Level Teaching Assistant – Cover Support is a key role within our school. Working closely with teachers, you will lead learning when required and help provide continuity for our students. Every day is different, so we are looking for someone who is adaptable, enjoys working with others and is committed to helping every student succeed.

If you are looking for a rewarding role in a supportive school community, we would love to hear from you. You will join a dedicated team that cares deeply about our students and takes pride in the difference we make together.

Benefits of working at Bardwell School include:

Professional development opportunities

- Regular training and access to a range of internal and external professional development opportunities, tailored to your learning needs, your job role and your career aspirations.
- Opportunities for career progression, secondments and transfers within The Gallery Trust, the largest special school Academy Trust in Oxfordshire.
- Opportunities for collaborative working across the schools in The Trust, offering the chance to liaise with experienced colleagues, building knowledge and professional networks

Financial

- Competitive salaries for teaching and support staff based on School Teacher Pay and Conditions Document and the NJC Green Book
- Excellent terms and conditions
- Access to attractive pension plans (TPS and LGPS), linked to salary life assurance
- Generous public sector occupational sick pay
- Contribution towards glasses and eye tests for DSE use
- Salary sacrifice schemes, including childcare vouchers

Wellbeing

- The opportunity to be a key member of a friendly and supportive staff team, dedicated and committed to improving outcomes for students
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Excellent induction processes, and strong line management structures to promote your wellbeing at work
- A culture which is open to employee ideas and encourages open dialogue
- Complimentary tea and coffee
- Regular staff surveys and gathering of staff views to gain feedback on wellbeing and to drive improvements
- The opportunity to join colleagues for social events
- Family friendly policies, which promote your wellbeing
- Cycle to work Scheme

- Weekly opportunity to purchase from the Post 16 lunch bar
- Tuck shop – run by Post 16 provision (The Lodge)

Facilities

- Free car parking and cycle storage

Application Process

To apply for this post, please complete an application through MyNewTerm.

Closing date: Monday 27 July 2026

Interview date: Monday 03 August 2026

Please ensure you complete all sections of the application form, including details of any gaps in employment. Your supporting statement should clearly demonstrate how you meet the criteria set out in the person specification, as shortlisting will be based on the evidence you provide. We do not accept CVs.

References will be requested for shortlisted candidates prior to interview. One referee must be your current or most recent employer. If you currently work in a school, one referee must be your current Headteacher.

The Gallery Trust is committed to safeguarding and promoting the welfare of all children and expects all staff to share this commitment. Any offer of employment with The Gallery Trust is subject to verification of ID and qualifications, satisfactory evidence of the right to work in the UK, health clearance, NCTL and Enhanced Disclosure and Barring Check. The Gallery Trust is an equal opportunities employer, and we welcome applications from candidates from all ethnic and community backgrounds.



The GALLERY TRUST

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The Gallery Trust is a Special Multi Academy Trust which is dedicated to improving outcomes for SEND learners in Oxfordshire. We strive to provide the best possible specialist learning experience for all pupils.

Our Strategic Aims

- **Places where innovation drives learning** – our schools have a clear purpose, they educate the whole child and prepare them for adulthood. Everything we do, from our curriculum offer to our pastoral care, is meaningful and driven by the needs of learners.
- **Places where relationships drive engagement and achievement** – our schools are built around exceptional relationships. We provide excellent experiences, growth, and opportunities for pupils and staff, and specialist working environments and resources.
- **Places which provide exceptional knowledge and support** – our schools are supported by a skilled and experienced central team which provides high quality school improvement and central support services.
- **Places which inspire and influence** – our schools are committed to collaborating with our local and national partners and communities to ensure that children and young people with SEND receive the education and opportunities they deserve.

As we enter the next phase of our development and build on our many successes, we want to embrace future challenges and opportunities. The Trust is on a continuing journey of expansion, growing from a Multi Academy Trust based on a single academy in 2013, to its position as the largest Special Trust in Oxfordshire. There are currently six special academies in the Trust located throughout Oxfordshire, with an additional academy opening in January 2024, and a further academy scheduled to open in 2026. The Trust's vision is to continue to expand over the next five years, supporting a community of converter academies, free schools and sponsored academies, and providing outreach and other opportunities. All academies collaborate to share SEND expertise and best practice, and work in partnership with peers who are committed to common aims and goals.

The Board of Trustees believes that by providing the support of highly experienced and specialised school improvement and business teams, school leaders are empowered to focus on the standards of teaching and learning, and in meeting the operational and strategic demands of running their schools.

Bardwell School is a community special school that caters for children aged 2 – 19 years.

Students work in class groups where teachers differentiate learning for all students, ensuring lessons are inclusive for all.

The school has developed a comprehensive and broad skills-based curriculum, which can be found on the school's website. This curriculum, which is underpinned by detailed assessment processes, guides the learning for all students. The school has excellent links with community partners and its strong focus on pathways to adulthood, supports students onto further education and into employment.

Bardwell School benefits from a hydrotherapy pool that has recently been refurbished. Pipil's have termly blocks of weekly swimming lessons, and pupils with physically disabilities and/or physiotherapy programmes attend additional weekly sessions for movement swims as required.

The committed team at Bardwell School includes class teachers, teaching assistants, lunchtime supervisors, administrative staff, facilities manager and cleaning team, a pool manager and pool assistant, an ICT technician and Pastoral and Safeguarding manager.

The school is also commissioned to deliver a Short Break service, Branch-Out. This provision is highly regarded by parents and professionals and lead by the Short Breaks Lead and Short Breaks Deputy and has a team of play workers. Branch-Out provide after school clubs, youth clubs and holiday provision.

The school recognises its success is based on successful partnerships. Most importantly, the school works closely with parents and understands that families know their child best. The wider multi-professional team at Bardwell includes a Special School Nurse, Speech and Language Therapist, Occupational Therapist and Physiotherapist. The school also hosts health clinics through the special school nurse provision.



Job Description

PURPOSE

To complement 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 short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

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
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively 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 FOR TEACHERS

- Provide cover for teaching and TA absences
- Organise and manage appropriate learning environments 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
- Follow the academy's agreed behaviour 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., as appropriate

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 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 ACADEMY

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, Safeguarding, 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
- Contribute to the overall ethos/work/aims of the academy
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of academy learning activities within guidelines established by the academy
- Contribute to the identification and execution of appropriate out of academy learning activities which consolidate and extend work carried out in class
- To carry out other duties as may be reasonably assigned by the Headteacher
- If appropriate, undertake recruitment, induction, appraisal, training, mentoring and line management for other teaching assistants.

Your application should clearly demonstrate how well you meet the above key criteria.

Selection Criteria
HLTA Cover Support, Bardwell School

	Essential	Desirable
Professional Qualifications	Grade 4 at GCSE in Maths and English (C on old scaling) or equivalent in mathematics and English, or suitable equivalent experience	NVQ 2 for Teaching Assistants or equivalent
Experience	Successful experience of working with pupils with special educational needs in a classroom environment, promoting high standards of behaviour whilst delivering appropriate and interesting lessons. Working effectively with individual pupils, groups of pupils and whole classes across the age range within the academy	Previous experience working in a school environment Previous experience working with children/young people with SEN
Professional Knowledge & Skills	Ability to take an active role in the support of PE lessons and swimming sessions Ability to use ICT for professional and curricular purposes Ability to assess pupil progress Ability to deliver lessons at short notice Ability to plan and prioritise Understanding of the curriculum Understanding of child development and the learning process Ability to use a range of behaviour management strategies in accordance with behaviour policies	Team Teach trained Understanding of relevant policies/codes of practice and awareness of relevant legislation General understanding of National Curriculum First aid trained
Personal Skills and Qualities	Effective and supportive team member Willing to develop and learn new skills	



	Flexible, adaptable and willing to respond to the academy's needs on a daily basis, and to changing circumstances and situations Good organisational and time management skills Hard working and committed Able to communicate effectively and sensitively with staff and pupils: good interpersonal skills Ability to take responsibility and work with autonomy within set boundaries Ability to establish and maintain positive relationships with pupils, colleagues and parents Good organisational skills Good communication skills Ability to remain positive and enthusiastic, including when under pressure Strong commitment to raising standards	
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