



Appointment of
Higher Level Teaching Assistant
(English as an Additional Language Focus)

INFORMATION FOR POTENTIAL APPLICANTS



Letter from Chair of Governors

Dear potential applicant

Thank you for your interest in the position of Higher Level Teaching Assistant (EAL focus) at Kingsmeadow Community School. I hope that you will find the information pack interesting and inspiring.

The governors are extremely proud of the school. It is a very exciting place to learn, for students and staff. New developments are becoming well established, taking the school forward to achieve its ambition of becoming an outstanding school and provide a 'World Class' education for its students. An innovative curriculum, effective teaching strategies and strong pastoral care continue to raise standards and ensure students become confident, lifelong learners. Last year Kingsmeadow gained its best ever GCSE results at a time where accountability measures continue to rise.

Governors and senior leaders are united in their aim that each individual student achieves his or her maximum potential regardless of prior achievement. Behaviour and pastoral care are exemplary. The school has an inclusive ethos and the gap between the achievement of Pupil Premium students (who make up about half of the school population) and others is narrowing year on year.

A very clear vision and school improvement plan all help staff to have clear aims and targets. Teamwork is well developed, with staff learning from and supporting each other, and there are opportunities to develop leadership skills. Staff are very well supported through performance management and a focused, relevant CPD programme which meets individual as well as whole school needs.

This is an exciting opportunity to join the school team and help shape the future of our school. I urge you to visit us to learn more and to see our excellent modern facilities at first hand.

Yours sincerely,

Sarah Diggie
Chair of Governors



January 2026

Dear Candidate

Higher Level Teaching Assistant Vacancy (English as an Additional Language)

Kingsmeadow Community School is undergoing a period of significant and sustained improvement. Attendance, behaviour and achievement outcomes have all improved over the past twelve months, and they will continue to do so moving forwards. In relation to this role, structural changes in the pastoral which were introduced in September are already having a huge positive impact on the tone and atmosphere of the school.

The successful candidate will be joining a SEND department that has a proven track record of pastoral and academic success with students. A large team of teaching assistants, working under the leadership of a SENDCo and Deputy SENDCo, support a wide range of students across the school. The success of the SEND department is built on supporting all students to access as much of the mainstream curriculum as they possibly can and to be integrated fully into the life of the school.

The Deputy SENDCo, supported by twice weekly visits by the Local Authority EAL specialist, leads a programme that supports students with EAL in acclimatising to the culture of the school whilst addressing any language barriers. Due to changes in our catchment and in the make up of our community, we have seen a threefold increase in EAL numbers over the past four years. Reviewing the intake of our primary feeder schools tells us that this increase is likely to continue. The HLTA (EAL) is a brand new role within the SEND team which will contribute to the EAL programme, working directly with the Deputy SENDCo and LA EAL specialist.

Prospective candidates will:

- Have an unwavering belief in the power of education to open future doors of opportunity for all students
- Put inclusion at the heart of education
- Understand the need to relentlessly improve standards of behaviour for all students
- Firmly believe in developing the character of students
- Contribute to the community ethos of Kingsmeadow Community School, building a culture of praise through positive and respectful relationships
- Have high expectations of self, being positive a role model to others

If you require any further information prior to making an application, please contact the Office Manager; Michelle Lane at mlane@kingsmeadow.org.uk or on 0191 4606004 ext 222.

I look forward to receiving your application. Further information about our school can be found on our website. We would welcome and encourage prospective candidates to visit the school.

Yours faithfully

Mark Barrett
Head Teacher



THE POST: HIGHER LEVEL TEACHING ASSISTANT (ENGLISH AS AN ADDITIONAL LANGUAGE FOCUS)

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete an application form via My New Term, giving the names and addresses of two referees (references will be taken-up prior to interview). Please ensure that your personal statement fully covers all of the essential criteria for the job role, plus any other supporting information or experience.

The application form can be found on the My New Term website or school's website under Staff Vacancies. Candidates are kindly requested not to submit a CV instead of the application form.

Completed applications should be emailed to the Office Manager; Michelle Lane at mlane@kingsmeadow.org.uk. Applications must be received by Monday 9th February 2026.

Interviews will take place on Wednesday 18th February 2026. Regretfully if you have not heard from us by this time you must assume that your application has been unsuccessful on this occasion, in which case the Governors and I would like to thank you for your time and your interest in the school. We do not offer feedback on unsuccessful applications.

Visits to the school are encouraged and can be arranged through the office manager, Michelle Lane (above).



ABOUT KINGSMEADOW SCHOOL

Any welcome that I give here in writing cannot do justice to the welcoming atmosphere that is felt on entering Kingsmeadow Community School. We are a community school in every sense of the word. At Kingsmeadow you will find an ambitious, dedicated and caring staff body working with students who have a real desire to work hard and succeed.

At the heart of Kingsmeadow School lies a highly aspirational, academic curriculum of which we are fiercely proud. All students have the opportunity to access the EBACC and around 90% do so. Our sixth form offer is made up of exclusively level 3 courses. We do not limit our expectations of our students and, in doing so, we find that they strive to step up and meet those expectations. Aspiration is the key to success.

The students who attend Kingsmeadow School come from an increasingly diverse community. Using our core values of Integrity, Resilience and Respect, we seek to equip our students with the skills they need to be successful citizens who contribute positively to society, whilst giving them the academic profile they need to be able to open up doors of opportunity in their future. Our strong academic curriculum is supported by a generous Character Curriculum which runs through years 7 to 13. This is delivered through our daily Thrive sessions, which account for two hours of curriculum time per week. These sessions incorporate much of the PSHE, RSE, SMSC and British Values education, as well as our own Character Curriculum. This was all highly commended in our September 2021 Ofsted visit and has moved from strength to strength since then.

As a Google Reference school we use the Google suite across the school. Teachers and students are well versed in using Google Classroom for classwork and homework. Students have good access to technology, with over 400 Chromebooks plus desktops available in school.

Kingsmeadow Community School has undergone significant improvement over the past year, and will continue to do so into the future. A new pastoral structure offers unparalleled support to our students and creates an atmosphere within school where teachers are not distracted by poor behaviours, but are allowed to teach. Academically, we have classroom expectations which ensure consistency of practice without stifling the creativity of great teachers. This can be seen through our 2024-25 results, which were among the highest that the school has ever seen. Moving forward, we have four whole-school priority areas which we are addressing this year: literacy and oracy; maximising the impact of time spent in the classroom; embedding inclusive practice; praise Culture (students and staff)

I am looking to appoint the right person who can work with me and the senior leadership team in continuing to deliver the improvements that the students and community of Kingsmeadow Community School deserves.

Mark Barrett
Head Teacher



LEADERSHIP STRUCTURE

Headteacher

Mr M. Barrett

Deputy Headteachers

Mrs A Douglas

Mr S Ferguson

Business Manager

Miss C. Bulman

Assistant Headteachers

Mrs A Lowery

Mr A. Milton

Mr G. Dunlop

Mrs M. Langley

JOB DESCRIPTION

Job Title	Reports to	Effective Date
Higher Level Teaching Assistant (EAL focus)	Teacher with Teaching and Learning Responsibility for EAL.	As soon as possible
Salary Grade	Conditions of Service	Line management
NJC Grade G	37 hours per week term time only.	No

This is not necessarily a comprehensive definition of the post and may be subject to modification or amendment after consultation with the post holder.

Overall Objectives of the Post

The post holder under the guidance and supervision of senior staff will be responsible for supporting individual and groups of EAL children to overcome barriers and access the curriculum. This will involve planning, preparing and delivering learning activities and monitoring pupils, assessing, recording and reporting on their progress and development.

Key Tasks of the Post

1. *To support students. You will:*

- Teach individual and groups of children, under the guidance of teaching staff.
- Use specialist knowledge to engage and communicate with EAL students of varying abilities.
- Plan, prepare and deliver learning activities.
- Assess the needs of students including their language levels.
- Provide feedback to pupils in relation to progress and achievement.
- Promote the inclusion and acceptance of targeted students in the classroom.
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations
- Developing and implementing IEPs
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance

2. To support learning/curriculum. You will:

- Monitor and evaluate pupils' responses to learning activities through a range of monitoring and assessment strategies.
- Implement agreed learning activities, teaching programmes and interventions.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Determine the need for, prepare and maintain specialist equipment and resources.
- 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
- 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 provide evidence of range and level of progress and attainment
- Work within the established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Support 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
- Produce lesson plans, worksheet, plans etc.

3. To support the school. You will:

- Be committed to the safeguarding and promotion of the welfare of children and young people.
- Comply with and assist with the development of policies and procedures relating to child protection, behaviour, anti-bullying, anti-racism, 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
- Contributing to the overall ethos/work/aims of the school
- 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 school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

Kingsmeadow Community School is committed to safeguarding and promoting the welfare of young people so successful applicants will be required to produce an Enhanced Certificate of Disclosure from the Disclosure and Barring Service.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a duty of care for their own and others health and safety.

The above list is not exhaustive and other duties relevant to the post may from time to time be required. Variation may also occur to the duties and responsibilities without changing the general character of the post.

Job Specification

Assessed by: (a) Application (i) Interview Process (r) References

Post Title: Higher Level Teaching Assistant (EAL focus)		
Essential	Desirable	Assess
Knowledge and Qualifications		
<ul style="list-style-type: none"> - Willingness to work towards any qualification required for the role - Understanding and commitment to the school's community ethos, vision and values - Higher Level Teaching Assistant qualification or equivalent as a minimum. 	<ul style="list-style-type: none"> - Teaching English as an additional language. 	(a)
Experience		
<ul style="list-style-type: none"> - Building and maintaining positive working relationships. - Significant experience supporting students with barriers to learning - Experience of planning and delivering a range of learning activities - Experience of working with EAL students. - Experience of using specific EAL strategies and resources with positive impact. - Proven experience of being a positive and active member of a team 	<ul style="list-style-type: none"> - Experience of working in a school setting 	(a), (i), (r)
Skills and competencies		
<ul style="list-style-type: none"> - Strong IT and admin skills - Design, select and adapt appropriate resources to support individual students. 	<ul style="list-style-type: none"> - A desire and determination to make a significant whole school contribution. - Bi-lingual or multi-lingual. 	(a), (i), (r)



<ul style="list-style-type: none">- Form and maintain positive working relationships with a wide range of internal departments, and external agencies.- Listen and respond positively to feedback.- Ability to organise self and create structure and routine- Excellent communication skills- High expectations of self and others.- An inclusive approach to education and support		
Physical, mental and emotional demands		
<ul style="list-style-type: none">- Have an unwavering belief in the power of education to open future doors of opportunity for all students- Ability to remain calm under pressure- Emotional resilience in working with challenging behaviours and attitudes.- Commitment to the protection and safeguarding of children and young people- Adaptable and flexible in relation to the operational needs of the school- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.- A patient and supportive nature.		(i)