

ASSET  
Education



*Nurturing Humanity*

# Higher Level Teaching Assistant

## Recruitment Pack



MAT EXCELLENCE  
AWARDS

WINNER 2025



**Civic partnership of the year**

Presented by  OPTIMUS EDUCATION



MAT EXCELLENCE  
AWARDS

WINNER 2024



**Wellbeing trust of the year**

Presented by  OPTIMUS EDUCATION

# About ASSET Education

ASSET is an Education Trust comprising 16 primary schools in and around Ipswich and north-east Suffolk. ASSET is a very special trust and, from the very beginning, we have wanted to tackle social injustice and inequality in education, giving every child the opportunity to be successful and fulfilled in their lives. Our children are our future and we want them to be the best they can be, to have confidence and a sense of service, to be empowered to make our world a more compassionate and sustainable place.

Our people are at the heart of what we do; we support one another valuing connections and relationships because we believe that when people are cared for, learning happens and humans flourish. The Complete Human Strategy looks at 6 dimensions of working life and gives staff a structured approach to collectively and individually influence their work environment and access the support they need.

We support everyone in the Trust to enjoy success, happiness, confidence and fulfilment, and to have excellent physical and mental health. Our CHS framework provides us with a practical pathway to achieving this, and is based on the 6 fundamental pillars of wellbeing.

-  **Structure & Stability**
-  **Expertise**
-  **Positivity**
-  **Relationships & Communication**
-  **Place**
-  **Time Well Spent**



Sarah Orves, Director of Wellbeing

*“Our unique model not only improves wellbeing for adults and children, but also provides a step-by-step toolkit to implement in any school, workplace or social setting”*

  **Complete**  
  **Human**  
  **Strategy**  
The ASSET way to wellbeing



ASSET  
Education 

# Higher Level Teaching Assistant

## Grade 4

### Overview

#### Job Purpose

The postholder will be responsible for supporting children with their learning, including those with special educational needs under the direction and guidance of class teachers and the SENDco and to provide for the social, educational and welfare needs within the school.

The Postholder will have a commitment to uphold the school's vision, values and staff code of conduct

The Postholder will have a commitment to equal opportunities and assisting the school in raising achievement for all its pupils.

The postholder will be responsible to the School SENDCO, phase leader or other senior leader in school responsible for this area.

#### Duties

Examples of the role and responsibility of a similar level may be undertaken and are not excluded simple because they are not itemised.

#### Duties:

- To support and uphold the school's vision and values
- o help children of all abilities, including those with special educational needs to learn as effectively and independently as possible, both individually and in small groups
- To run a range of interventions to support individuals and small groups
- To prepare materials and resources to support individuals, small groups and classroom activities
- To work with children on individual targets in reading, writing and maths
- To support children's emotional development and resilience when approaching learning tasks
- To support children's behaviour in line with the school's vision, values and positive behaviour policy
- To assist with children at the beginning and end of the day and in the playground as required
- To have an awareness of and adherence to all school safeguarding procedures and participate in training as appropriate
- To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the Headteacher
- To assist in the general care of the learning environment by keeping curriculum resources in classrooms and around the school, tidy and in good order
- To implement and promote the schools equal opportunities policies at all times and to value diversity
- To support the school's wide range of extra - curricular activities; including helping to run a club

## Job Description continued...

### To support the teachers including the following:

- To report back to class teachers and the Inclusion Leader on the progress of children in literacy and maths, keeping written records as necessary
- To liaise with parents/carers and foster good links between home and school under the guidance of class teachers and the Inclusion Leader
- To support class teachers with educational visits including taking responsibility for the care, welfare and learning of individuals and small groups of children.
- To implement strategies, programmes of work and resources as laid out in Individual Provision Plans (IEPs) under the guidance of the and class teachers
- To assist with the planning, coordination and assessment of a child's Individual Provision Plan taking into account the recommendations and guidelines set out in the child's Educational Health and Care Plan
- To make ongoing notes and assessments of children's progress and contribute to statutory meetings such as Annual Reviews

### General

- To attend relevant in-service and external training as and when required
- To administer first aid or carry out simple medical procedures in line with LA guidelines
- To attend and contribute to all school meetings as directed by the Headteacher
- To develop activities to promote social interactions between pupils during break times
- To carry out any other reasonable tasks in keeping with the post as specified by the Headteacher

The duties listed above are examples of duties at this level and other duties or a similar level/nature may be undertaken by individuals and are not excluded simply because they are not itemised.



## Person Specification

| Criteria                              | Person Profile   | Essential | Desirable |
|---------------------------------------|--|-----------|-----------|
| Technical or specialist               | No formal qualification required however a HLTA certificate or equivalent preferable   | ✓         |           |
|                                       | Recognised qualifications in English and/or Maths  | ✓         |           |
|                                       | Basic knowledge of ICT to effectively support the pupils (or willingness to train)   | ✓         |           |
|                                       | A commitment to becoming familiar with and applying whole school policies procedures and standards and be willing to implement them in a consistent manner | ✓         |           |
| Literacy and numeracy                 | Proven written and oral communication skills   | ✓         |           |
|                                       | Numeracy and literacy skills to effectively support the pupils   | ✓         |           |
| General knowledge                     | Experience of working with children in an educational setting  |           | ✓         |
|                                       | Experience of supporting children with a range of special educational needs  |           | ✓         |
|                                       | Experience of record keeping   |           | ✓         |
|                                       | Understanding of the educational welfare and social needs of children  | ✓         |           |
|                                       | Understanding of the issues around safeguarding and behaviour in a school setting  | ✓         |           |
|                                       | A commitment to attend in-service and external training courses and to develop and update knowledge and skills as required                                 | ✓         |           |
| Interpersonal & Communications skills | Experience of communicating with a wide range of people from different backgrounds   |           | ✓         |
|                                       | Working knowledge of implementing Individual Provision Plans   |           | ✓         |
|                                       | A knowledge of some of the emotional, behavioural and social difficulties that may create a barriers to learning   |           | ✓         |
|                                       | An ability to develop positive relationships with children, valuing their diversity, in order to enhance their learning and social development             | ✓         |           |

## Person Specification continued...

| Criteria                              | Person Profile  | Essential | Desirable |
|---------------------------------------|---|-----------|-----------|
| Interpersonal & Communications skills | The ability to form and maintain good working relationships with teachers, pupils and parents and be able to work in a team | ✓         |           |
|                                       | The ability to work with a range of professionals from external agencies  | ✓         |           |
| Level of autonomy                     | The ability to remain calm in challenging situations and to ask for help when needed  | ✓         |           |
|                                       | Able to make decisions on when to refer queries/problems to another member of staff   | ✓         |           |

### Application

If you are interested in this role with ASSET Education please apply through MyNewTerm outlining how you meet the requirements of the person specification, and how your experience could enable us to bring our vision to life.

### Interview Process:

Shortlisted candidates will be invited to attend an interview and all communication with details will be provided through My New Term.

