Farlingaye High School

Opportunity Everywhere

Headteacher: Mr P Smith

Higher Level Teaching Assistant

Information for Applicants

March 2026

EAST

The Support Staff

The support staff at Farlingaye High School consists of hard working and friendly individuals who support the work of the school. We work well together as a team, supporting each other through our job roles.

Farlingaye is a thriving school of over 1900 students, we are part of East Anglian Schools Trust (EAST) alongside Kesgrave High School, Bungay High School, Holbrook Academy and Castle East School. The Trust have also recently welcomed Aldeburgh, Easton, Leiston, Saxmundham and Wickham Market Primary Schools. We are passionate about learning and student achievement and our support staff play an integral role in the process of improving standards. Our most recent Ofsted report graded us “Good with Outstanding” features.

We are committed to providing excellent staff opportunities through developing and promoting our staff and offering an excellent CPD and support programme for new staff. We are also extremely pleased to have launched our own teacher training provider: EAST SCITT. This allows us to award QTS and also QTS + PGCE Programmes within both Primary and Secondary schools.

As a staff we strive to ensure that every area of school is the best it can be, and are committed to being restless in order to achieve this goal. We are humble, keen to learn from others and aim to keep developing. We believe that all our key stakeholders - students, parents, staff and governors - have a key role in helping us further improve. In order to achieve that we want our staff to all have one thing in common: the desire to make a difference

Colleagues work together well across the school and enjoy a high level of personal and professional support. Visitors often comment on the positive and friendly atmosphere in the school and on the hard work of staff. We strive to help students to maximise their full potential and take pride in the progress the school continues to make.

If you feel that Farlingaye is a school where you could make a contribution, we will be delighted to receive your on-line application. If you would like to discuss the job role further, please do not hesitate to contact Julie Moore, SENCO or Lauren Teeling, Headteacher’s PA either at the school on 01394 385720 or via email: jmoore@farlingaye.suffolk.sch.uk or hr@farlingaye.suffolk.sch.uk

Mr P Smith
Headteacher

Learning Support Faculty

The Learning Support Faculty at Farlingaye High School consists of a team of High Level Teaching Assistants and Learning Support Assistants, who work with students both in small groups and in mainstream classrooms.

We have a wide variety of students with special educational needs, ranging from communication and interaction, cognition and learning, social, emotional and mental health and various physical needs. There are currently 70 students with educational healthcare plans and over 220 on the school's SEN Register. The work of the Higher Level Teaching Assistant in the school is co-ordinated by the SENCO, Julie Moore.

Our policy is that students with special educational needs should be as integrated as possible into the life of the school. All members of the Learning Support faculty have an important role to play in this since much of their work is based in mainstream classrooms. They work with all years from Year 7 through to Sixth Form – Year 13 and in a variety of subjects across the whole school curriculum base, liaising with mainstream teaching staff to meet the needs of the students. HLTAs will also be expected to teach small groups, often at KS4, and to be the SEND link for a specific year group, attending year meetings once a week and liaising with the year co-ordinator and their team.

Higher Level Teaching Assistants are expected to be flexible, show initiative and, most importantly, be able to form good working relationships with staff and students whilst being careful to encourage independence. It is essential that you feel as comfortable working with our younger students as with our older ones in their GCSE and 'A' level classes and be confident to teach small groups of students, teaching alternative KS4 courses, core subjects and as requested by the SENCO or as required by the school.

All of the Learning Support Team work with a range of students and everyone assists with writing, updating and reviewing SISPs (student information support plans).

Short team meetings are held weekly to discuss the needs of the students and any problems that may have arisen. Staff training is carried out within the faculty and through the school CPD programme.

Both our Higher Level Teaching Assistants and Learning Support Assistants play an essential role in the education of our students with special educational needs and their work is valued in the school as a whole.

We would welcome applications if you are already qualified as a Higher-Level Teaching Assistant.

Julie Moore
SENCO

Higher Level Teaching Assistants

Farlingaye High School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share and adhere to this commitment. DBS checks required for all posts.

SALARY: Grade 4, SCP 13 – 17, £20,755.29 - £ 23,295.78 (FTE £30,024 - £33,699)

HOURS: 30 hours per week, 39 weeks per year
Approximately 8.45 am to 3.30 pm – 6 hours per day

CONTRACT STATUS: Permanent

ACCOUNTABLE TO: SENCO (Special Educational Needs Co-ordinator)

PURPOSE OF THE POST: To assist in promoting the learning and personal development of students, to enable them to make the best use of the educational opportunities available to them

GENERAL COMMENT

We are looking to appoint to the role of Higher Level Teaching Assistant (HLTA) to join our vibrant and driven Learning Support Team. **One role will have a literacy focus.** Ideally you will already be qualified as an HLTA or be close to completing the HLTA qualification with experience of working in a school or alternatively, you may be working in a similar role and are willing to undertake the formal training required to fulfil the role.

The ability to relate to young people is essential. It is also essential to be a team-player but also able to work with minimum supervision, knowing when to seek support and advice. You will need to be calm, patient and firm, with an ability to empathise with students who have difficulties with communication and social skills. You will have a flexible approach to all aspects of the job role and the ability to cope with a wide range of tasks. You will need to have good communication skills and be able to foster good working relationships with students and colleagues. A sense of humour is a serious advantage. You must be able to handle sensitive information confidentially.

The successful applicant is required to have a good working knowledge of Microsoft products and have English and Maths GCSE Grade C/4 or above. A Levels (or equivalent) are desirable.

JOB DESCRIPTION

- Teach small groups, including Entry Level and ASDAN courses, and support students with a range of SEN, behavioural, or medical needs.
- Support teaching staff by working with students in class or in small groups, adapting instructions, helping them stay focused, and assisting in areas such as reading, spelling, numeracy, handwriting, and social skills.
- Build positive, supportive relationships with students, encourage participation, and ensure they can access learning confidently and equally.
- Prepare or adapt resources as needed and carry out routine tasks such as listening to reading and taking notes.
- Maintain clear and accurate records of student needs and progress, noting improvements, concerns, and next steps, and use this information to support planning and review discussions.
- Produce, update and review students' learning plans to ensure they reflect current needs, targets and strategies, and share these with teaching staff and relevant professionals.
- Act as lead for identified students, sharing relevant information with colleagues, parents, and outside professionals as required.
- Support the SENCO with faculty tasks, audits, reporting, and liaison with parents and external agencies and other support as needed

- Attend parents' evenings, open evenings, review meetings, and staff training sessions as required.
- Provide pastoral support, including helping students who are upset or unwell, and carry out manual handling or personal care duties if trained and needed.
- Accompany students on educational visits and support curriculum events and activities.
- Support the effectiveness of the team by communicating clearly and professionally (both verbally and in writing), sharing information promptly, working independently when required, and contributing positively as part of the wider team.
- Always follow safeguarding and confidentiality procedures and recognise when to solve issues or refer concerns to the line manager.
- Attend and contribute to appropriate review meetings, if required by the Headteacher.

This job description sets out the main duties associated with the stated purpose of the post. The duties listed above are representative but not exhaustive and other duties appropriate to the post may be undertaken and should not be excluded simply because they are not itemised. The duties and responsibilities of this post may change from time to time and the post holder may be expected to undertake other duties of a similar level/nature, which are considered appropriate to the level of this post but not explicitly mentioned above, at the request of the Headteacher.

Similarly, the duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. When necessary, appropriate training will be given to enable the post holder to undertake new/varied work

PERSON SPECIFICATION

	Essential	**Desirable**
Education & Qualifications	GCSE Grade C or above in English and Maths or equivalent	European Computer Driving License (ECDL) or equivalent. HLTA Qualification
Relevant Experience	Experience of line managing staff Ability to encourage participation and give feedback to students on their progress. Ability to bridge gaps in learning so that students with SEND can make progress with their learning. Ability to engage with students that may have difficulty in expressing themselves effectively and may be unable to control their frustrations. Demonstrable experience in providing support to young people or young adults through a range of methods. Experience of encouraging students to participate in or complete tasks	Previous experience of working as a Learning Support Assistant or Teaching Assistant Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.
Knowledge & Skills	Good working knowledge of Microsoft packages, e.g. Word, Excel, PowerPoint, Publisher, Outlook etc. Ability to deliver schemes of work to small groups and classes. Possess a creative, imaginative and flexible approach to work. Aware of relevant policies/codes of practice/legislation for SEN. Excellent organisational skills, maintain accurate records; ensuring confidentiality at all times. Demonstrates an understanding of data protection requirements in the workplace. Works on own initiative. Research and problem solving skills to deal with queries and issues.	Experience of SIMS Knowledge of school policies and procedures Knowledge of own and others responsibilities for health and safety.
Interpersonal & Communication Skills	Good verbal and written communications skills. Able to communicate effectively with students and colleagues Works effectively as a member of a team, supporting team members and demonstrating a flexible approach.	Ability to contribute to the delivery of continuous improvement.

	Demonstrates a positive attitude, commitment and enthusiasm thereby creating a positive learning environment. Ability to be calm whilst responding to challenging situations. Able to be empathetic and a good role model Sensitivity to students' and other people's needs Ability to critically evaluate own performance.	
Additional Requirements	Willingness to learn relevant procedures and systems.	

APPLICATION PROCESS

If you are interested in this post, please apply using our on-line application process which can be found on the school's website www.farlingaye.suffolk.sch.uk under 'Join FHS'. Applications should be submitted as soon as possible but **by 9am on Tuesday 24th March 2026** at the latest.

As part of the on-line application form you will be required to submit a supporting statement. Please be aware that the information in your supporting statement along with your application form will be used to shortlist applicants for the role and therefore it is **very important** that you provide enough detail to give a full picture of your skills and experience and how they meet the specific needs of the role.

If you require any further information regarding the job role or application process, please contact Lauren Teeling, Headteacher's PA via email hr@farlingaye.suffolk.sch.uk. Any specific questions about the role can be sent to Julie Moore, SENCO: jmoore@farlingaye.suffolk.sch.uk

The successful candidate will have to meet the requirements of the person specification in order to be offered the post and will be subject to an enhanced DBS check. This Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share and adhere to this commitment. Enhanced DBS checks are required for all posts.

CHILD PROTECTION POLICY

At all times the Headteacher and governing body will ensure that safe recruitment practices are followed. At Farlingaye High School we require evidence of identity and original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the content of the on-line application form during the interview if we are unclear about them, we will undertake enhanced Disclosure & Barring Checks (DBS) and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

INTERVIEW PROCESS

The purpose of the interview is to assess your suitability for the above post and give both the panel and yourself an opportunity to gain further information before making a successful appointment. It is also an opportunity to seek clarification on information that you have provided via the on-line application form and accompanying information. The interview will assess your suitability to work with children and will include questions relating to safeguarding and promoting the welfare of children.

Interviews will be held: Thursday 26th March 2026

Please note that current or previous employers will be contacted as part of the verification process. We require two work-related referees to be listed on your on-line application form and we will contact those referees before interviewing.