



The Axholme Academy
Recruitment pack
Higher Level Teaching
Assistant (HLTA)
June 2026

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Welcome from the Principal



Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Able and Ready to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh
An 11-16 Academy
NOR: 525

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Recruitment Process Details

Higher Level Teaching Assistant (HLTA)

We are delighted to be recruiting a suitably qualified, enthusiastic and hard-working Higher Level Teaching Assistant to work with students with special educational needs, under the direction of the SENDCO and Deputy SENDCO.

We teach an ambitious and rigorous academic curriculum with a clear focus on supporting all students to achieve positive outcomes and go 'Beyond Expectations'. You will work under the guidance of the SENDCO and Deputy SENDCO in addressing the need of students who require help to overcome barriers to learning both inside and outside the classroom, in order to achieve their full potential.

We'd like to hear from candidates who are:

- Passionate about making a real difference to the lives of children
- Well organised and motivated to support students of all abilities and needs
- Energetic and have a can-do attitude
- Committed to safeguarding and the well-being of everyone at the school
- Experienced at working with (or have a desire to work with) children with special educational needs, who have a real passion to support and enable the learning and development of the children in our academy
- Able to support learners within their classroom environment as well as their personal and social development during socialising periods through unstructured times including accessing the academy pledge

Applicants with experience and qualifications as well as applicants with a desire to start a career in this field will be considered. What is important to us is that we appoint someone who is totally committed to the post and can demonstrate the ability to consistently deliver quality first Teaching and Learning across the 11-16 age range. We need someone who will work effectively and enthusiastically with our Head of Mathematics and other colleagues to continue moving the department forward and raising the profile of Mathematics throughout the Academy and beyond.

In return, we can offer:

- A positive and supportive working environment focused on student progress and achievement with a relentless focus on going 'Beyond Expectations'.
- An exciting opportunity to join an academy with a fantastic cohort of students and a highly supportive staff and leadership team.
- Training and CPD opportunities.

The Axholme Academy is an ambitious, forward thinking and friendly Academy serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our traditional catchment area of the market town of Crowle and surrounding villages but also those traditionally catered for by different local authorities.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a good education for students. Please find the report attached [HERE](#).

In order to make an application please visit the vacancies section on our website www.theaxholmeacademy.com where you will also find further information about the Academy. Applications should be e-mailed to hr@theaxholmeacademy.com

Visits and informal discussions with the Principal and/or Vice Principal are very welcome; please call or e-mail the Academy to arrange.

If this post attracts sufficient interest before the closing date, we may decide to close this vacancy at an earlier date, so an early application is advised.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children.

Start Date: September 2026

Closing Date: Wednesday 24th June 2026 12pm midday

Shortlisting : Wednesday 24th June 2026

Interviews: TBC

Job Description

Job Title: Higher Level Teaching Assistant (HLTA)

37 hrs per week term time only, plus 3 days

Remuneration: Grade 6, SCP 9-18 Actual Salary £23,070

Reporting to: SENDCO, Deputy SENDCO, SLT

Core Role/Activity

1. To support high-quality teaching and learning across the Academy by planning, delivering and evaluating targeted teaching and intervention programmes under the strategic direction of SEND Leaders, teachers and senior leaders.
2. To lead interventions and provide day-to-day classroom support where appropriate, enabling continuity of learning for students, particularly those with Special Educational Needs and Disabilities (SEND), Education, Health and Care Plans (EHCPs), looked-after students and disadvantaged students.
3. To work collaboratively across the academy community, reflecting the Academy's vision and values by promoting high expectations, inclusion, mutual respect and aspiration for all students.
4. To contribute to the Academy's continuing improvement in outcomes (including narrowing gaps for disadvantaged and SEND students) by delivering evidence-informed support and by integrating multi-agency professional advice into daily practice.

Core Responsibilities

Leading Interventions (Core Expectation)

1. Design, deliver, evaluate and record high-impact 1:1 and small-group interventions focused on specific EHCP targets and identified needs (examples include ELSA, Sensory Circuits, Lego Therapy, Social Stories, reading, literacy and numeracy boosters).
2. Use assessment and outcome data to plan, adapt and demonstrate the impact of interventions; contribute to intervention timetables and reviews.
3. Train and deploy other support staff to sustain interventions where appropriate and ensure continuity when absent.

SEND and Inclusion Support

4. Work closely with the SENDCo, Deputy SENDCo and class teachers to implement EHCP outcomes and personalised provision plans.
5. Support access arrangements for assessments and examinations, and adapt classroom environments and resources to support inclusion.
6. Promote the participation and independence of students with SEND in lessons and wider school activities.

Teaching and Learning Support

7. Plan, prepare and deliver structured, differentiated learning activities under the direction of class teachers and senior leaders.
8. Use a range of teaching strategies to promote high engagement and progress, adapting resources to meet students' needs, including those working significantly below age-related expectations and within the Specialist Resource Provision.
9. Contribute to formative and summative assessment: monitor, record and report on student progress and provide constructive feedback to students and teachers.
10. Support exam and assessment arrangements as required.

Multi-Agency Liaison and Parent/Carer Communication

11. Attend and contribute to multi-disciplinary meetings (Occupational Therapists, Speech and Language Therapists, Educational Psychologists and others) to ensure clinical and therapeutic recommendations are understood and translated into classroom practice and daily routines.
12. Communicate effectively with parents, carers and external professionals to share progress, strategies and next steps; maintain clear records of communications and agreed actions.
13. Help co-ordinate school-based actions arising from external professional advice and report back to the SENDCo, Deputy SENCO and appropriate staff.
14. Support SEND leaders with Transition of SEND at key Transition points

Behaviour, Health and Safety

15. Promote and model high expectations of behaviour and positive relationships in all settings; use agreed behaviour management strategies to support student engagement.
16. Maintain a safe, orderly and inclusive learning environment, following the school's health and safety procedures.
17. Supervise students during break, lunchtime, and off-site activities as required.

Record Keeping, Reporting and Administration

18. Maintain accurate records of intervention sessions, progress data and safeguarding/behavioural logs in line with school systems.
19. Contribute to reports, reviews (including EHCP reviews), progress meetings and departmental planning.
20. Support resource preparation and classroom organisation to maximise learning time.

Whole-School Contribution

21. Contribute positively to the Academy's vision, values and ethos through active participation in school life, including staff meetings, CPD and relevant working groups.
22. Work collaboratively with teachers, support staff and senior leaders to secure coordinated outcomes for students.

23. Provide cover for support staff in unforeseen circumstances, in accordance with school policy.

Skills and Competencies

- Strong understanding of the secondary curriculum and age-appropriate pedagogy for 11–16 students.
- Proven ability to plan, deliver and evaluate targeted 1:1 and small-group interventions with measurable impact, especially for students with EHCPs and SEND.
- Knowledge of a range of evidence-informed intervention programmes (e.g., ELSA, Sensory Circuits, Lego Therapy, Social Stories) and demonstrated competence in delivering them.
- Effective behaviour management skills and ability to promote positive relationships and resilience in students.
- Excellent communication skills with students, colleagues, parents/carers and external professionals; ability to integrate multi-agency recommendations into practice.
- Strong organisational skills: record keeping, time management and ability to balance competing priorities across a smaller-than-average school where staff may cover wider roles.
- Competence in using ICT for teaching, recording progress, and communicating (school MIS, assessment tools such as SISRA, online learning platforms).
- Awareness of statutory frameworks for SEND, safeguarding and assessment; ability to work within relevant legislation and school policies.
- Personal qualities: patience, empathy, resilience, initiative and commitment to continuous improvement and inclusion.
- Ability to work collaboratively across a single-academy trust structure and to contribute positively to whole-school improvement priorities (including improving outcomes for disadvantaged students and narrowing SEND gaps).

Professional Development

- Access to regular professional development and appraisal aligned to Academy priorities (including targeted training on SEND, EHCP implementation, therapeutic interventions and assessment).
- Opportunities to undertake accredited HLTA training updates, SEND-specific qualifications, and courses recommended by multi-agency partners (OT, SLT, EP).
- Participation in internal coaching, mentoring and professional learning communities to share practice and drive improvement in student outcomes.
- Support for career progression through evidence of impact, contribution to whole-school priorities and leadership of curriculum- or inclusion-related projects.
- Encouragement to contribute to the Academy's development plans and to lead CPD sessions to disseminate effective intervention practice.

Safeguarding

- The Axholme Academy is committed to safeguarding and promoting the welfare of all students. All staff, including HLTAs, are expected to share this commitment.
- Specific safeguarding responsibilities for the HLTA role:
 - Maintain vigilance for signs of harm or neglect and report concerns promptly to the Designated Safeguarding Lead (DSL) in line with Keeping Children Safe in Education and school policy.
 - Ensure that records of concerns, disclosures or incidents are accurate, timely and stored appropriately on the school's safeguarding systems.
 - Follow school procedures for safer working practice and professional conduct, including managing confidentiality appropriately.
 - Undertake and keep updated on required safeguarding training (including Prevent) as directed by the school.
 - When working with students with complex needs, ensure interventions are delivered within agreed risk assessments and positive handling plans where applicable.
 - Contribute to multi-agency safeguarding processes and meetings when required, ensuring the student's best interests are central.

Additional Notes

This job description reflects the core responsibilities of the HLTA role at The Axholme Academy and will be reviewed as required to meet the changing needs of the Academy and its students.

The Academy values inclusion, high expectations and collaboration; successful applicants will be expected to demonstrate these values in day-to-day practice.

The HLTA will play a central role in supporting the Academy's ongoing drive to improve outcomes for all students, with particular attention to disadvantaged and SEND cohorts as highlighted in recent performance projections.

Person Specification

Higher Level Teaching Assistant (HLTA)

ATTRIBUTES	REQUIREMENTS	
	<i>Essential</i>	<i>Desirable</i>
Qualifications and Training	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a grade 4 (previously grade C) in English and Maths Good literacy and numeracy skills Good basic education 	<ul style="list-style-type: none"> Level 2 Teaching Assistant or other appropriate qualification First Aid qualification
Experience & Skills	<ul style="list-style-type: none"> Experience of working with children in mainstream or specialist settings, in a paid or voluntary capacity 	<ul style="list-style-type: none"> Experience of developing & creating simple educational activities Experience in the use of ICT
Key Skills	<ul style="list-style-type: none"> Literacy skills Numeracy skills Communication skills Time management & organisational skills Knowledge of child development & children's personal development needs Knowledge of strategies which promote good behaviour & discipline Knowledge of necessary safeguarding procedures when working with young people 	
Personal Attributes	<ul style="list-style-type: none"> Sensitivity and understanding to help build good relationships with students Commitment to maintaining confidentiality at all times Resilient, positive and enthusiastic about making a difference 	
Equal Opportunities	<ul style="list-style-type: none"> Commitment to equal opportunities and equal value for students Must be able to recognise discrimination in its many forms and willing to put the academy's Equality Policies into practice 	

The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

'Every learner is ready and able to go beyond expectations.'

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

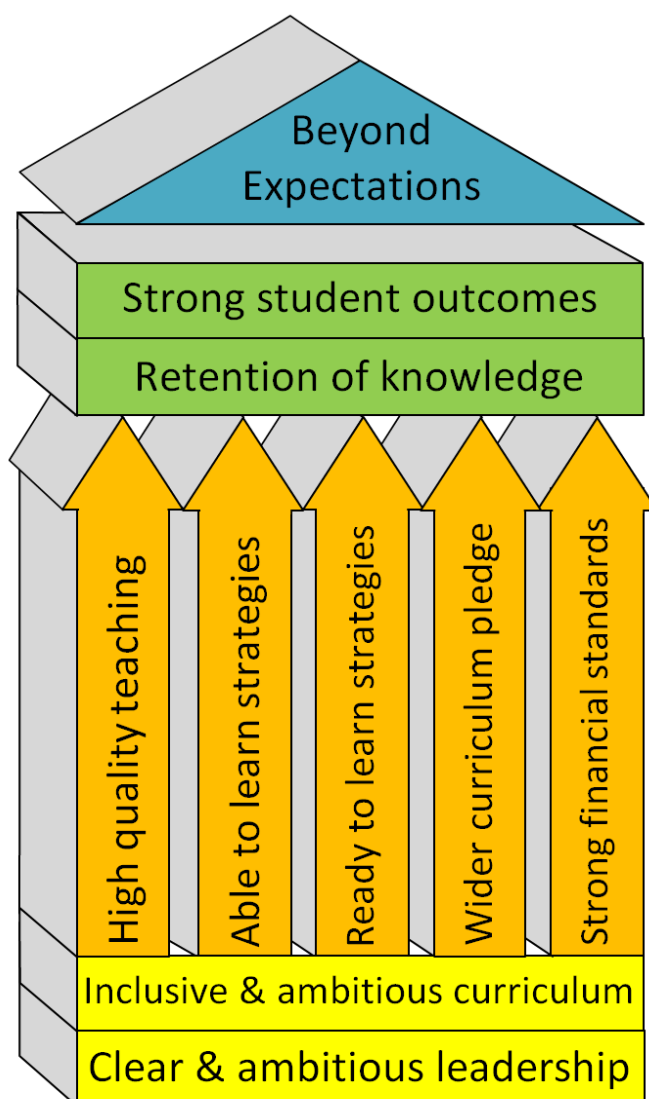
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

Strategic Planning

Improvement Priorities 2025/26

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



Staffing

Senior Leadership Team		
Principal	Damien Keogh	
Vice-Principal	Ben Creasy	
Assistant Principals	Liane Cooke Kate Causier	
Business Leader	Sophie Leggott	
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
Mathematics	Dawn Robinson	Anna Brown Brett Pendrey Stephen Whitter Lisa Woodhall
English	Cat Mann	Rachel Aisbitt Kerrie Grantham Peter Kench Jane Laird
Science & ICT	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey
Humanities	Natalie Henderson	Cheryl Carter (Geography) Emily Sowerby (History) Dan Wayte (Religious Ed) Ben Jones
Creative Arts	Hayley Childs	
MFL		Kate Causier Kristen Patrick
Technology	Nathan Mills (ICT)	Liane Cooke (Textiles) Anne-Marie Pendrey (Food) Ben Creasy (Computer Science)
Physical Education	Lee Mason	Emma Winder

		Leah Underwood Julie Harrison	
Teacher	Emma Leigh	Complementary Studies	Emma Winder
Vocational Lead	Lee Mason	Careers	Anna Brown

Pastoral Staff/SEND/Support Staff

DDSL	Doreen Millward	Ready to Learn Leader	Ami Burton
KS3 Ready to Learn Manager	Samantha Ackroyd	KS4 Ready to Learn Manager	Danielle Shipman
KS3 Able to Learn Leader	Dan Wayte	KS4 Able to Learn Leader	Cheryl Carter
SENDCO	Julie Harrison	Deputy SENDCO	Emma Leigh
HLTA	Louise Payne	Cover Supervisor	John Hardy
Teaching Assistant	Steph Parkinson Diane Nunns Hayley Coel	Alex Finnegan Dan Leggott Anne Fisher	Lewis Nicholls Nicola Stockdale Evie Chafor Zoe Hodge-Adams

Administrative and Support Staff

Finance/Operations Officer	Amanda Audifferen	Finance/HR Assistant	Rebecca Crow
Data & Exams Officer	Nicky Sample	Data & Exams Assistant	Tina Robbertze
Administrative Officer	Kelly Boyd	Administrative Assistant	Jo McBride
Attendance Officer	Laura Flanagan	Communications & Events Officer	Ashlee Do Couto

Administrative Assistant (SEN)	Janet Kaye	Site Supervisor	Darren Hague
Site Assistants	Mick Rudkin Pete Shipman	Network Manager	Alberto Legido
Science Technician	Teresa Turner	Technology Technician	Kerry McVeigh

Teaching and Learning



T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

Curriculum

Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.

Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.


At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.
- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No formal lesson observations
 - No grading of lessons

- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support and employee assistance where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning

**We have signed up to the
education staff wellbeing charter
to prioritise staff wellbeing**

An illustration showing several hands of different skin tones (yellow, white, brown, pink) reaching out and holding each other in a supportive gesture, set against a blue background.