Heptonstall Junior & Infant School

Higher Level Teaching Assistant Job Applicant Pack

Set in the picturesque village of Heptonstall, high above Hebden Bridge and with magnificent views of the Calder Valley, ours is a small, happy and vibrant school.

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Letter from the Executive Headteacher

Heptonstall Junior & Infant School
Smithwell Lane
Heptonstall
HX7 7NX
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Dear Prospective Colleague,

I am glad our advert caught your attention and I am pleased to provide you with further information about an exciting opportunity at our school. We are looking to recruit a creative candidate who can deliver pre-planned teaching to a mixed year group of children.

In this pack, you will find:

- "My School" – children's views on life at Heptonstall
- "My School" – Heptonstall from the point of view of our staff
- Our ethos and vision
- Job description
- Person specification

We are a school at the heart of a picturesque rural community and we are looking for a caring and compassionate support assistant to support our most vulnerable pupils and become one of our dedicated staff team. Heptonstall is a proud member of The Family of Learning Trust having joined in January 2024, we now continue to grow and develop our school in line with the Trust's **'Learning without Limits'** ethos.

Staff at Heptonstall work in collaboration with colleagues across the Trust, as reflective practitioners; consistently thinking about how we can improve learning and outcomes for children. Our children achieve well, therefore we are looking for an individual who can support children academically and equip them with skills that will prepare them for life in modern Britain.

We prioritise a well-structured induction, and then continued support and development of all staff. Within the Family of Learning Trust, we have a wealth of leadership and curriculum support.
To get a glimpse of what life is really like at Heptonstall please visit our school website **www.heptonstallschool.org.uk** for more information about us and the Family of Learning Trust.

If you feel excited about the opportunity to work with us, and change children's lives, then we would welcome your application.

Good luck and best wishes,

Fiona Pether

Executive Headteacher

Higher Level Teaching Assistant Job Advert

Executive Headteacher: Mrs F Pether
Head of School: Miss M Dodd

Set in the picturesque village of Heptonstall, high above Hebden Bridge and with magnificent views of the Calder Valley, ours is a small, happy and vibrant school of 50 pupils set at the very heart of the local community. The school was awarded a "Good" Ofsted rating in June 2023.

At Heptonstall School we aim to provide a happy, secure, and caring environment in which children are encouraged to do their best at all times – in learning and in play.

Heptonstall School became part of The Family of Learning Trust in December 2023. The Trust's commitment to our pupils is that we will attract, retain and develop excellent staff. The personal welfare and professional development of staff is therefore imperative. We put our team at the heart of our vision and use their talents to achieve it. We are looking for equally committed staff to join our team.

We have following post available to commence as soon as possible:

Higher Level Teaching Assistant
Grade: Scale 5, NJC points 12 to 17
Hours: 32.5 hours per week, 8:45am to 3:45pm Monday to Friday, term time only
Actual salary range: £22, 256 to £24,142 per annum
Term: Permanent

Heptonstall J & I School is seeking to appoint an enthusiastic, committed and highly skilled **Higher Level Teaching Assistant (HLTA)** to join our supportive and dedicated team. Due to some flexibility within our existing staffing structure, we are able to consider applications from candidates with different areas of expertise. We would particularly welcome applications from candidates who:

- have experience and confidence in **teaching across Key Stage 2** and would be able to provide high-quality whole-class teaching when required; or
- have a particular passion and expertise in **Early Years, particularly Reception**, and have experience of supporting and delivering high-quality provision for our youngest pupils.

This is an exciting opportunity for an experienced teaching professional who is adaptable, committed to achieving the best outcomes for children and able to work confidently as part of a team.

We are looking for someone who has high expectations of all pupils, can establish positive relationships quickly and is able to deliver engaging, purposeful learning experiences. You will need to be confident working across different classes and phases, whilst also being able to take responsibility for learning and pupil progress when covering lessons. In return, we can offer a welcoming and supportive school community, a committed staff team and the opportunity to make a real difference to our pupils.

If you are an experienced HLTA with either strong KS2 expertise or a passion for Early Years, we would love to hear from you.

We are looking for candidates who:

- Have HLTA status and are an outstanding classroom practitioner
- Are committed to high standards of attainment and behaviour
- Have a flexible and supportive approach to changing demands
- Relate well to children and have experience working with children in a primary school setting
- Are able to work as part of a team
- Are enthusiastic, caring and self-motivated
- Can use their initiative

In return we will offer:

- A friendly, caring and inclusive community where everyone is valued
- A positive ethos that celebrates success at all levels
- Enthusiastic, well-behaved pupils who want to learn
- A genuine commitment to CPD and collaborative learning

Benefit package includes:

- Membership of Local Government Pension Scheme with employer contribution of 15.4%
- Excellent team support and resources

Please read job description and employee spec very carefully before you apply.

Applications must be fully completed with no gaps in employment. Please ensure you provide two suitable references from different sources (one must be your most recent/ current employer) references from the same organisation are not permitted. Please note we do not accept CVs, only a fully completed Heptonstall, J, I & N School application form (available on the school website) will be accepted.

CLOSING DATE: noon on Monday 19th October 2026
INTERVIEWS: Will take place w/c 19th October 2026

Visits to our school are positively welcomed, please contact the Head of School, Megan Dodd on 01422 842533 for further information and book an appointment to visit.

Please visit our website: https://heptonstall.familyoflearningtrust.co.uk/hps/
for further information and for an application pack.

The trustees of the Family of Learning Trust and the Governors of Heptonstall J & I School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.

Higher Level Teaching Assistant - Job Description

The information given on this job description is intended to provide both postholder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation.

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

Post: Higher Level Teaching Assistant
Grade: Scale 5, NJC point 12-17.
Hours: 32.5 hours per week, term time only
Term: Permanent

Prime Objectives of the Post

To provide practical support for teaching staff and deliver learning to pupils. To complement the professional work of teachers by taking responsibility for learning activities under an agreed system of supervision. To raise the standards by creating a stimulating learning environment based on the developmental needs of pupils. Working as part of a school team whose main objective is to raise standards through high quality learning experiences.

Supervisory Responsibility
Teaching Assistants

Supervision Received
To work under the guidance and support of the Head of School and outside agencies.

Contacts

- Executive Headteacher
- Head of School
- Class teachers
- Special Educational Needs and Disabilities Co-ordinator (SENDCo)
- Teaching Assistants
- Parents/Carers
- Other support agencies

Main Duties and Responsibilities

The post holder will be required to work flexibly as part of the teaching support staff with guidance from the Executive Head, Head of School and class teachers to fulfil the following responsibilities:

- Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs
- To adapt, plan, resource and deliver a variety of curriculum areas to a small mixed age group, under the guidance of a qualified teacher.
- To provide short-term cover within any age group in response to teacher absence whether due to illness or out of school for other reasons.
- Provide verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils in line with school policy.
- Motivate and progress pupils' learning following school policies and guidance from class teachers.
- Organise and safely manage the appropriate learning environment and resources.

- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Promote and support the inclusion of all pupils, including those with specific needs, both in the classroom as part of first-quality teaching and through intervention work.
- Use positive behaviour management strategies in line with the school's policy and procedures to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others.
- Provide information relating to pupil progress for parents and carers, teachers and senior leaders upon request.
- In accordance with arrangements made by the Executive Head/Head of School, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002
- Support pupils in social and emotional wellbeing, reporting problems to the head of School as appropriate.
- Adhere to the standards expected of a HLTA (given below).

HLTAs in this role may also undertake some or all of the following:

- Record basic pupil data
- Support children's learning through play
- Assist with break-time/lunchtime supervision including facilitating games and activities
- Assist with escorting pupils on educational visits
- Support pupils in using basic ICT
- Supervise tests
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence
- Adhere to school policies and procedures relating to safeguarding, particularly the Child Protection Policy, Safeguarding Policy. Supporting Children with Medical Needs Policy, Health and Safety Policy and the School Behaviour Policy
- Attend all briefings and staff meetings along with sharing good practice with members of staff as part of the commitment to own and others' professional development

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part pre-employment checks. Please note that additional information referring to the Disclosure and barring Service is in the guidance notes to the application form. If you are invited to an interview, you will receive more information.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

HLTA Standards

Professional Attributes

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

Professional Knowledge and Understanding

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and wellbeing of children and young people, impact upon their practice

Professional Skills

Planning and Expectations

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and Assessment

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

Teaching and Learning Activities

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning

Higher Level Teaching Assistant - Person Specification

Attributes	Category	How identified
Qualifications		
Sufficiently literate and numerate to be able to communicate effectively with pupils and parents (GCSE grades A-C in Maths and English or equivalent)	Essential	Application form/Interview
Suitable professional qualification relating to the role, ideally a HLTA qualification at level 4 or above	Essential	Application form/interview
Evidence of commitment to own professional development	Essential	Application form/interview
School Knowledge and Understanding		
Good understanding of the local school context as a small school in a rural setting	Essential	Application form/Interview
Commitment to the School and Trust's ethos	Essential	Application form/Interview
Commitment to working in collaboration and partnership with other schools in the Trust and external agencies	Essential	Application form/interview
Experience		
Significant experience of supporting teaching in a primary school environment	Essential	Application form/interview
Experience of delivering evidence-based interventions that accelerate learning	Desirable	Application form/ interview/references
Experience of working across more than one key stage	Desirable	Application form/interview
Role Specific Knowledge		
The capability to lead a full class without the presence of the class teacher, ensuring learning objectives are met	Essential	Assessment/Interview
A deep understanding of the Early Years Foundation Stage (EYFS) or National Curriculum for KS1/KS2	Essential	Application form/interview
Knowledge of how to plan, prepare, and deliver engaging lessons independently, including the ability to differentiate learning for diverse pupil needs.	Essential	Application form/interview
Comprehensive understanding of the 33 professional standards for HLTAs, covering professional values, knowledge, and skills.	Desirable	Application form/interview

Attributes	Category	How identified
In depth knowledge of techniques to promote positive behaviour, ensure student safety, and manage disruption	Essential	Application form/interview
Knowledge of how to monitor, assess, record, and report on pupil development and progress against specific learning objective	Essential	Application form/interview
Skills and Abilities		
A highly motivated team member who is approachable and promotes positive relationships	Essential	Application form /interview/references
Able to develop an ethos of support and challenge, where pupils can achieve success and become engaged in their own learning	Essential	Application form/references
Effective administration and organisational skills	Essential	Application form/interview/references
Ability to communicate orally and in writing to a wide range of audiences	Essential	Application form/interview
ICT skills, proficiency in using Information and Communication Technology (ICT) to enhance lessons, manage data, and support pupil learning	Essential	Application form /interview/references
Able to handle and interpret data and information in order to monitor pupil progress and attainment	Desirable	Application form/interview
Strict adherence to school confidentiality policies, health and safety regulations, and data protection	Essential	Application form/references
Evidence of monitoring, and evaluating pupils' needs and developments.	Desirable	Application form/interview
Other		
To demonstrate adaptability, approachability, calmness, confidence and self-motivation	Essential	Application form /interview/references
Commitment to safeguarding and to the welfare of children and young people	Essential	Application form /interview

Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.

- Please use **black ink** or type your application form – this helps when the applications are photocopied.

- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.

- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!

- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.

- **Please return the application form by the closing date advertised.**

- **<u>The Application Form</u>**

✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)

✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.

✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.

✓ **Education, Qualifications & Training –** Please include <u>all</u> your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.

✓ **Present/Recent Employment –** Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.

✓ **Skills, Abilities, Knowledge & Experience –** This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide ***examples*** of how you meet the skills, abilities, knowledge and experience identified; these can be non-work based if necessary.

Using Artificial Intelligence (AI) for job applications

Following this guidance will help to ensure a fair selection process for all candidates. One where we assess everyone based on merit alone. AI tools, such as ChatGPT, Copilot and Gemini are changing how people work, communicate and prepare job applications. These tools can be helpful when used in an appropriate way. Although, it is important that they support your ideas, experiences and skills, rather than replace them.

How AI can support you

It can help you to:

- ✓ Refine and clarify your ideas and thoughts.
- ✓ Structure your responses and express your points more clearly.
- ✓ Research the Family of Learning Trust.
- ✓ Summarise information or help you understand our work better.
- ✓ Discover details about the role and education to help you relate the role to your knowledge and experience.
- ✓ Check spelling, grammar, tone, clarity and proofread.

What AI must not be used for:

- To invent, exaggerate or misrepresent your skills or experience.
- To produce generic, copied or generated answers.

Your application

This should:

- ✓ Clearly address the criteria in the Person Specification.
- ✓ Provide evidence of how you meet each requirement.
- ✓ Reflect your genuine experience, skills and achievements.
- ✓ Be personal, specific and based on your own experience.
- ✓ Reflect what you can do and what you have done in the past.

Before you submit your application, we ask you to confirm that the information you provide is true and accurate when you sign your application form, therefore, it should give us an accurate and authentic picture of your skills and experiences.

Note: Applications may be rejected at any stage if we find AI is not used in line with our guidance.

Your interview

We will ask you to give examples from your own experience that show how you meet the criteria.

Why authenticity is important

We are looking for talented candidates who align with our values. Being authentic in your application is vital to determine whether our role is right for you.

“My school” ***Life at Heptonstall – pupil voice***

“I like coming to Heptonstall School because all of the teachers are nice and friendly.”

I learn lots of things from my teachers and we do lots of interesting topics.”

“We have a great school field. We use it to play football, rounders and cricket in PE and at playtimes.”

“The lessons we have are really fun. In particular I like English and Maths because I enjoy them.”

“The best thing about Heptonstall is the climbing frame in our playground.”

“I like Heptonstall because of how nice the children are. I have lots of friends and enjoy playing with everybody”

We asked our pupils: What qualities do you want staff to have?

We would like somebody who:

- Cares about us
- Pushes us to make progress
- Makes learning exciting
- Makes us smile
- Is firm but fair

The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Heptonstall is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.