



Applicant Pack for the post of Higher Level Teaching Assistant

Part time, Permanent

Salary

*Grade 7 £30,520 to £32,681
pro-rata, part-time*

Hours

2.5 days per week

Working Pattern

*All day Wednesday (essential) and Friday (preferred) with a
50-minute lunch break.*

*The half a day is to be worked on either a Tuesday **or** Thursday (morning)*



Calling all superstar Higher Level Teaching Assistants!

Are you the kind of person who brings a smile to the room, stays cool under pressure, and thrives on teamwork? Do you have a knack for solving problems, a heart full of passion for teaching and learning, and thrive on helping children be their brilliant best? If you're driven by a desire to make a positive difference, supporting little humans with big personalities to grow into future legends - we can't wait to meet you!

Our school is filled with an incredible team of positive, enthusiastic, and dedicated staff who are passionate about inspiring children to love learning and achieve amazing progress - both academically and in their personal and emotional growth. But that's not all! The support we offer one another and our outstanding teamwork truly sets us apart. We do great days, tough days, tiny triumphs, big wins and a whole lot of heart.

Does this sound like a workplace with an environment in which you would thrive? If so, we'd love for you to join our wonderful team and help us unlock the magic in every member of our school community. Apply now and be part of something special!

We would love our Higher Level Teaching Assistant to be someone who:

- Can nurture, inspire, challenge and motivate children
- Is committed to raising achievements for all children
- Has good communication and organisational skills
- Is committed to working effectively in partnership with staff, parents/carers and the wider community
- Will support our school ethos and engage positively with the wider aspects of school life
- Has a very positive and calm disposition

We just know you'll love being part of our warm and welcoming team! With plenty of support and opportunities to grow your skills, Ralph Butterfield Primary School is a place where you can really thrive, feel job satisfaction, make a difference to those around you - of all ages - and have a good laugh along the way!

Within this pack you will find:

- Information about the role
- A letter from our Headteacher
- Job Description
- Person specification
- Application Information



Information about the role

We're looking for a highly caring, Higher Level Teaching Assistant who brings energy and enthusiasm to every class they work with. In this role, you will teach classes while their teachers, including our Deputy Headteacher, have dedicated non-contact time.

To be appointed, you do need to have a Level 2 numeracy & literacy qualification (or equivalent) along with HLTA or QTS status.

Adaptability is your secret superpower as a Higher Level Teaching Assistant, utilising a positive attitude and the resilience to handle unexpected situations or changes - be ready for whatever the day brings! We're seeking someone who knows how to inspire and support children to reach for the stars with their learning and make amazing progress.

Strong interpersonal skills are a must, as you'll be closely collaborating with class teachers, fellow teaching assistants, senior leaders, parents/carers and the wider community.

Experience of teaching across different year groups is desirable but not essential (with those wonderful transferable skills you will have developed!). At the time of writing this, the plan is that you would predominantly, for the upcoming academic year, be teaching Year 5 and Year 6 (all of our classes are mixed year group). Our teachers and HLTAs work hand in hand, and we're committed to ensuring you're well supported every step of the way!



Ralph Butterfield Primary School

Station Road, Haxby, York, YO32 3LS

Telephone: 01904 768325

www.ralphbutterfieldprimary.co.uk

Headteacher: Mrs E Clark BA (Hons) QTS

Higher Level Teaching Assistant (HLTA) Post

Dear Applicant

I am delighted that you have an interest in applying for the HLTA Post, to start on 1st September 2025.

What we have at Ralph Butterfield Primary School is really special. The staff team is highly dedicated, motivated, very hard working and passionate about what they do. Everyone continuously strives to give all children every opportunity to thrive and succeed, whether that is through carrying out their professional teaching and teaching assistant roles, attending training or volunteering to accompany children to events. All staff get on exceptionally well and provide a highly supportive environment for each other.

The children are absolutely at the heart of every decision we make and first and foremost comes our care for the wellbeing of every child. Staff go to every effort to get to know each child really well, to build positive relationships with them and to ensure that individual needs are appropriately met. We work hard, with kindness, to nurture a culture in which every child develops a respect for each other, including a celebration and appreciation of differences, and a culture in which there is mutual respect between all children and all adults in our school community.



Our positive behaviour management procedures are based on the pivotal approach and restorative practices.

We are looking for a caring, patient and enthusiastic HLTA, committed to ensuring that every child is happy and enjoys coming to school, whilst ensuring they make great academic and personal/emotional progress. The successful candidate will enjoy the benefits of working with an amazing team who will be supportive, welcoming and open to any new ideas that the successful candidate may have. Further qualities that we are looking for can be found in the 'person specification' within this pack.

Safeguarding is paramount and we take our responsibilities very seriously, working hard to ensure that every child is, and feels, safe, and has a caring and supportive environment in which to work, grow and enjoy time.

You will find our School Development Plan (SDP) summary poster for 2024 - 2025 on our website. Also on our website, you will find lots of information about our ethos and what we have to offer.

Our school is fortunate to have a supportive, enthusiastic and skilled board of governors, whose job it is to challenge what the school is doing and support its strategic leadership.

We know that you would enjoy being part of our wonderful school community and I am already looking forward to welcoming our new Higher Level Teaching Assistant onto the team.

I look forward to receiving your application.

Yours sincerely

Mrs Lizzie Clark

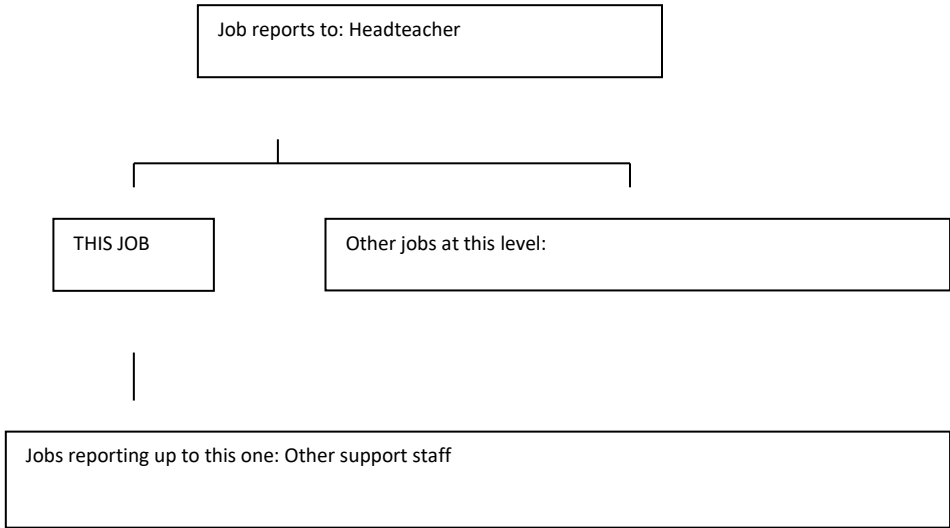
Headteacher

JOB DESCRIPTION

<u>DIRECTORATE:</u> Learning, Culture and Children's Services		<u>DEPARTMENT:</u> Ralph Butterfield Primary School	
<u>JOB TITLE:</u> Higher Level Teaching Assistant		POST NUMBER: E****114	
REPORTS TO (Job Title): Headteacher / Senior Leaders			Current Grade: Grade 7
1.	<u>MAIN PURPOSE OF JOB</u> To complement the professional work of teachers by taking responsibility for agreed teaching and learning activities under an agreed system of supervision.		
2.	<u>CORE RESPONSIBILITIES, TASKS & DUTIES:</u>		
	i.	Works in partnership with the teacher, within an agreed system of supervision. Works with individual pupils, small groups and the whole class as agreed with the teacher. This can be for short periods of time as a regular, time-tabled commitment in the absence of the Teacher, for example during a Teacher's PPA time.	

	ii.	Acts as liaison between other TA's and Senior Management Team.
	iii.	Uses own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum, as agreed with the teacher under an agreed system of supervision.
	iv.	Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs.
	v.	Selects and prepares appropriate resources to lead learning activities.
	vi.	Monitors, evaluates, records and provides reports on pupils' responses and progress within agreed strategies.
	vii.	Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility; including taking the initiative to establish links where necessary.
	viii.	Attends and contributes to meetings with other staff, external professionals and parents/carers regarding pupils.
	ix.	Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Management Team.
	x.	Organise and lead school visits and other activities outside of the classroom under an agreed system of supervision.
	xi.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
	xii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
	xiv.	Contributes to the overall ethos, work and aims of the school
3.	<u>SUPERVISION / MANAGEMENT OF PEOPLE</u> May be required to line manage other staff, including responsibility for the allocation and monitoring of work, appraisal, performance management and training.	
4.	<u>CREATIVITY & INNOVATION</u> <ul style="list-style-type: none"> Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn. Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances. Communicates effectively with teachers, other professionals and parents/carers whenever the need arises and recognises the need to communicate. On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher. Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise. 	

	<ul style="list-style-type: none"> Participates in the design of classroom and school displays.
5.	<p><u>CONTACTS & RELATIONSHIPS</u></p> <ul style="list-style-type: none"> Internal Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Supervises the work of colleagues on a daily basis to allocate and monitor workload and share any concerns and problems regarding personnel issues. External Provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required. Feeder schools – to discuss the transfer of pupil data.
6.	<p><u>DECISIONS</u> – discretion and consequences</p> <ul style="list-style-type: none"> Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous. Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress. Communicates information effectively to teachers, other professionals and parents/carers whenever the need arises. Recognise and take action when necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress. Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff. Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.
7.	<p><u>RESOURCES</u></p> <p>None</p>
8.	<p><u>WORK ENVIRONMENT</u></p> <p>Work demands</p> <ul style="list-style-type: none"> Need to implement activities in lessons as planned also working to other deadlines eg marking papers. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents/carers and professionals and also when supervisory duties are called for. <p>Physical demands</p> <ul style="list-style-type: none"> Involves mainly standing or sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures. <p>Working conditions</p> <ul style="list-style-type: none"> Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. May also involve visits in the home. <p>Work context</p> <ul style="list-style-type: none"> Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively. Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children. Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene. Risk of infection when dealing with unwell children. May also involve visits in the home – following recognised procedures.
9.	<p><u>KNOWLEDGE & SKILLS</u></p> <ul style="list-style-type: none"> Knowledge of relevant training strategies eg literacy, numeracy, KS1/2 etc Excellent communication skills Excellent interpersonal skills

	<ul style="list-style-type: none"> • Time management and organisational skills • Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths • Ability to organise, lead and motivate a team • Ability to self evaluate learning needs and actively seek learning opportunities • Ability to relate well to children and adults • Relevant knowledge of first aid • Leadership skills • Effective use of ICT to produce appropriate resources to support learning • In depth knowledge of national curriculum in specialist area, according to the particulars of • Knowledge of normal child development and children's personal development needs • Knowledge of the implications of common disabilities in children for school and families of pupils • Knowledge of strategies which promote good behaviour and discipline • Knowledge of developmental progression in the emotional curriculum • Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures. • Experience of working in a relevant discipline in a learning environment • Experience of working in multi-disciplinary teams • Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.
10.	<p><u>Position of Job in Organisation Structure</u></p>  <pre> graph TD A[Job reports to: Headteacher] --- B[] B --- C[THIS JOB] B --- D[Other jobs at this level:] C --- E[Jobs reporting up to this one: Other support staff] </pre>

This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes

Person Specification

	<u>Essential</u>	<u>Desirable</u>
Qualifications and experience	<ul style="list-style-type: none"> • Previous experience working with children in a school setting, particularly in Key Stage 2. • Knowledge and understanding of child development and children's and families' needs. 	<ul style="list-style-type: none"> • Relevant qualification with regard to working with children, such as relevant NVQ level 4 or foundation degree

	<ul style="list-style-type: none"> • Level 2 numeracy & literacy qualification or equivalent • HLTA status or QTS <i>(It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status, to enable them to deliver teaching and learning activities to a whole class).</i> 	
Organisation	<ul style="list-style-type: none"> • Ability to plan and organise. • Ability to recognise and identify problems. • Ability to record and pass on information accurately. • Understanding of the importance of parental involvement and engagement. 	<ul style="list-style-type: none"> • Ability to cope with many roles/ responsibilities.
Special skills and interests	<ul style="list-style-type: none"> • Ability to encourage and enable others to develop their full potential. 	<ul style="list-style-type: none"> • Any extra interests related to childcare.
Disposition and attitudes	<ul style="list-style-type: none"> • Ability to build relationships and to work as part of a team. • A friendly, helpful, caring, calm and flexible approach. • Open-mindedness and patience. • A commitment to equal opportunities. • Ability to maintain confidentiality in all school matters. 	<ul style="list-style-type: none"> • High levels of self-confidence. • Ability to relate well to other professionals.
Physical attributes and other circumstances	<ul style="list-style-type: none"> • Ability to physically fulfil the responsibilities of the post. • Willingness and ability to attend appropriate meetings and training. • Excellent punctuality. 	

Ready to inspire and be inspired?

Apply to join us and help shape the bright futures of tomorrow's leaders!

Application Information

You will find the application form on our website **www.ralphbutterfieldprimary.co.uk**.

Please ensure that your supporting information details any relevant experience and expertise and takes account of the contents of this pack.



Applications should please be sent by email to Danielle.Walker@rbp.yorkschoools.net. Please use the subject heading '**HLTA Application**'. Mrs Walker (Admin Officer) will also be able to facilitate any questions that you may have.

The closing date for applications is **9am on Monday 9th June 2025** and the anticipated interview date is **w/c Monday 16th June 2025**. This date will be confirmed when invited to attend.

We are committed to safeguarding and promoting the welfare of children. Therefore, we will require the successful applicant to undertake an enhanced criminal record check via the Disclosure and Barring Service. We will conduct an online search in relation to shortlisted candidates.

It is an offence to apply for this role if the applicant is barred from engaging in regulated activity relevant to children.

We look forward to receiving your application.