Higher Level Teaching Assistant - Level 1

We are Humber Education Trust.



Application Pack

We are Humber Education Trust.



Our vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)



Rachel Wilkes OBE

Chief Executive Officer

Higher Level Teaching Assistant – Level 1

HIGHER LEVEL TEACHING ASSISTANT – LEVEL 1
BURSAR PRIMARY ACADEMY

Grade & Scale Point: 6, SCP 19
Salary: £33,119 Full-time equivalent, £25,022 Actual salary, £17.17/hr
Hours of work: 32.5hrs/week, Mon 8.40am - 4.30pm, Tues & Weds 8.40am - 3.10pm Thurs 8.40am - 4.20pm, Fri 8.40am – 3.10pm
Contract: Permanent, Term-time + 5 training days (195 days/year)
Start date: w/c 22 February 2027

We are seeking an enthusiastic and highly motivated Higher Level Teaching Assistant who is committed to achieving the very best outcomes for every child.

This is an exciting opportunity to join our expanding Resource Specialist Provision, The Bursar Hub. As we grow our provision to support more pupils with severe/profound cognition and learning, communication and interaction needs, the successful candidate will play a key role in delivering high-quality support and helping pupils to thrive. Working closely with colleagues, they will share our ambition to provide every child with the care, opportunities and education they deserve.

Founded in 1902, Bursar Primary Academy has been at the heart of the local community for over a century and proudly became part of the Humber Education Trust in April 2023. We are dedicated to providing a safe, nurturing and inspiring environment where every child is known, valued and encouraged to shine. We celebrate individuality, recognise achievements of all kinds and work together to ensure that every member of our school community feels supported, challenged and empowered to reach their full potential.

JOB REQUIREMENTS:

- Implement Individual Education, Behaviour Health/Medical Plans and Personal Care programmes as per school policies and procedures.
- Provide objective, accurate evidence-based feedback to record progress, celebrate achievement and identify development opportunities.
- Monitor individuals' conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues using appropriate techniques, skills strategies and sanctions to de-escalate situations and maintain a calm learning environment.
- Assist in lesson planning with challenging teaching and learning objectives, to determine the delivery of the specific area of curriculum and respond to identified pupil learning needs.
- Plan, organise and deliver out-of-school activities

THE SUCCESSFUL CANDIDATE WILL HAVE:

- GCSE English and Maths Grade A-C (or Functional Skills Level 2 equivalent)
- NVQ Level 3 Teaching Assistant or equivalent
- Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities, Safeguarding
- Effective use of ICT to support teaching and learning
- Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.
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If you believe you are the right person for the job, then we would love to hear from you.

AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our trust-wide teacher development programmes and communities of practice.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

HOW TO APPLY:
Please visit our Eteach careers page to apply for this vacancy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications: 8am, Friday 11 December 2026
Interview date: TBC

Visits to the school are encouraged, please ring to make an appointment.

If you have any queries regarding the role or application process, please contact Maxine Call, School Business Manager, via Tel: 01472 691798 or sbm@bursar.het.academy

As part of Humber Education Trust's recruitment processes, in accordance with statutory guidance KCSIE, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

CONDITIONAL OFFER:
Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

SAFEGUARDING STATEMENT:
Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Higher Level Teaching Assistant Level 1

SCHOOL: Bursar Primary Academy

GRADE: 6, SCP 19

JOB TITLE: Higher Level Teaching Assistant L1

JE NUMBER: SJE0106
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DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE: To complement the professional work of teachers by taking responsibility for learning activities under the professional direction and supervision of a qualified teacher. This will involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

PRINCIPAL ACCOUNTABILITIES:	
SUPPORT FOR PUPILS	
1	Monitor and assess individual and groups of pupil performance against agreed educational, intellectual, social, emotional, cultural and physical objectives, record and report achievement and provide the necessary help, advice and guidance to support development.
	Provide objective, accurate evidence-based feedback to record progress, celebrate achievement and identify development opportunities.
	Provide the necessary support to overcome difficulties, achieve targets and objectives, ensuring good progress.
	Support and assist pupils with social integration, advise on strategies to deal with problems and encourage pupils to work co-operatively with others, engaging in learning activities.
	Complement the role of parents and carers in learning and assist in providing parents with constructive feedback on pupil progress and advice on supporting learning.
	Implement Individual Education, Behaviour Health/medical Plans and Personal Care programmes as per school policies and procedures.
	Monitor individuals' conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues using appropriate techniques, skills strategies and sanctions to de-escalate situations and maintain a calm learning environment.
	Support the implementation of a school policy to promote and celebrate good behaviour through positive interactions with pupils, establishing a safe and calm atmosphere conducive to learning, ensuring the safety and wellbeing of pupils, staff and visitors.

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SUPPORT FOR TEACHERS	
2	Organise a specialist curriculum/learning support area or initiatives within the school to deliver specific educational, intellectual, social, emotional, cultural, and physical, pastoral or community objectives within an agreed timeframe and designated resource base.
	Develop and implement procedures.
	Devise, design and develop equipment, apparatus, programmes and other resources.
	Advise on deployment and use of specialist resources and equipment
	Undertake routine audits of behaviour and attendance to inform and contribute to development of positive behaviour approaches throughout the school to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.
SUPPORT FOR THE CURRICULUM	
3	Organise and deliver a range of learning support activities. This will require creativity to ensure that learning is interesting, effective and differentiated to respond to children's educational, intellectual, social, emotional, cultural and physical needs.
	Assist in lesson planning with challenging teaching and learning objectives, to determine the delivery of the specific area of curriculum and respond to identified pupil learning needs.
	Deliver planned learning activities to achieve curriculum objectives and respond to individual pupil need.
	Ensure that learning activities are conducted in a positive atmosphere, pupil contributions are recognised and supported and planned learning objectives are achieved.
	Assess pupil achievement, performance and ability, mark tests, class work and homework to record performance.
	Establish and maintain a calm learning ethos and facilitate the integration of all children into the school.
SUPPORT FOR THE SCHOOL	
4	Plan and organise educational visits and outings to extend life experiences, providing a broad and varied curriculum as well as organising pastoral staff and adult volunteers.
	Plan, organise and deliver out-of-school activities.
	Contribute to the overall ethos of the school.
	Attend staff meetings and undertake ongoing professional training.
	Organise and invigilate exams/tests to ensure effective administration and compliance with practice, procedures and protocols.
	By monitoring, coaching and mentoring, raise the professional standards and practice of other staff.
LINE MANAGEMENT RESPONSIBILITIES:	
5	Undertake recruitment/induction/appraisal/training/mentoring of between 1-15 Teaching Assistants.
	Participate at meetings to support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos.
	The postholder will use innovation to organise service delivery to achieve agreed objectives within an approved resource framework.

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GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.

DIMENSIONS:

1. Responsibility for Staff:
Direct supervision of up to 15 staff.

2. Responsibility for Customers/Clients:
None

3. Responsibility for Budgets:
None

4. Responsibility for Physical Resources:
Procure routine goods, services and equipment.
Responsible for resources used and ensuring they are securely stored.

WORKING RELATIONSHIPS:

INTERNAL
All school staff, pupils, parents, governors, the community.

EXTERNAL
Educational support staff, educational support services, other schools and educational establishments, Local Authority, other public services and community representatives.

DECISION MAKING:

The postholder has broad discretion within school policy to achieve the planned learning objectives and outcomes for the individual, group or class agreed with the teacher or senior manager. This could reasonably involve changing the pattern of delivery, responding to the needs of individual and setting standards and performance targets for pupils and colleagues.

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ORGANISATION CHART:
Principal ↓ **Assistant Principal / Outreach Lead** ↓ **HLTAs** ↓ **Teaching Assistants**

	Not applicable	Low	Moderate	High	Very High	Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day-to-day office environment).		✓				
WORKING CONDITIONS: Working Conditions **–** (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day-to-day office environment).		✓				
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment.		✓				

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PERSON SPECIFICATION

	The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. **Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation*	**Essential**	**Desirable**	**How identified**
1.	**Qualifications:**			
	Higher Level Teaching Assistant accreditation or equivalent qualification with experience		✓	AF, CQ
	NVQ L3 Teaching Assistant or equivalent qualification or TA L3+ experience in similar setting	✓		AF, CQ
	GCSE in English & Maths at Grades A-C or Level 2 equivalent	✓		AF, CQ
	Relevant SEND qualification		✓	AF, CQ
	First Aid		✓	AF, CQ
2.	**Relevant Experience:**			
	Successful work with SEND children	✓		AF, R
	Broad experience of delivering learning to children	✓		AF, R
	Experience of planning, evaluation and delivery of 'good' or better learning activities for children and young people in a formal setting	✓		AF, I, R
	Experience of preparing and mounting displays		✓	AF, R
3.	**Skills (including thinking challenge/mental demands):**			
	Excellent classroom practitioner	✓		AF, I, R
	Excellent Literacy/Numeracy skills	✓		AF, I, R
	Ability and willingness to undertake professional development	✓		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children	✓		AF, R
	Use IT effectively to support learning and communication	✓		AF, I, R
	Relevant experience of developing and implementing IEP's		✓	AF, I, R
	Good organisational skills	✓		AF, I
	Ability to demonstrate leadership and line management skills	✓		AF, I, R
	Commitment to Restorative Practices	✓		AF, I, R
	Remain calm under pressure and adapt to change quickly	✓		AF, I
	Ability to effectively manage pupil behaviour in accordance with school policy and procedure.	✓		I, R
	Ability to lead, organise and motivate members of the team and parents	✓		AF, I, R
	Ability to work effectively as an individual and as part of a team	✓		I, R
4.	**Knowledge:**			
	In depth knowledge of autism and communication and interaction	✓		AF, I

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	Knowledge and understanding of visual support strategies	✓		AF, I
	Knowledge of augmentative strategies to support communication	✓		AF, I
	Knowledge of child protection, health and safety procedures and their application in a school setting	✓		AF, I, R
	Knowledge and understanding of the National Curriculum including literacy and numeracy strategies	✓		AF, I
	Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	✓		AF, I
	Knowledge of how to adapt and deliver support to meet individual needs	✓		AF, I
	Understanding of effective teaching methods	✓		AF, I
	Knowledge of EYFS, KS1 & KS2	✓		AF, I, R
	A good knowledge and understanding of child development	✓		AF, I, R
5.	**Interpersonal/Communication Skills: Verbal Skills**			
	Effective interpersonal and verbal communication skills	✓		AF, I, R
	Sensitivity and understanding, to help build good relationships with all stakeholders	✓		I, R
	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓		AF, I
	Written Skills			
	Effective written communication skills	✓		I, AF
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
6.	**Disclosure of Criminal Record:**			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced Disclosure from the Disclosure and Barring Service	✓		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF (After short listing)

I have read and accept the role of Higher Level Teaching Assistant Level 1

Name: _____ Signed:_____ Date:_____

Visions and Values

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence. Only our best is good enough.

This is us. Humber Education Trust.



HumberEducationTrust

HumberEducationTrust

Where everybody counts, every moment matters.

Join Our Team

We value our employees



The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay
- Generous Leave of Absence Policy

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 support
- Confidential GP, nurse and counselling service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

The opportunity to make a real difference to the lives of our students

HumberEducationTrust

HumberEducationTrust
Where everybody counts, every moment matters.