

Higher Level Teaching Assistant Application Pack





Throston Primary School

Head Teacher: Mark Atkinson
Deputy Head Teacher: Dawn Tate

A Flying Start to Success

Throston Primary School, Flint Walk, Throston Grange Estate, Hartlepool, TS26 0TJ
Tel: (01429) 288291 Email: admin@throstonschool.org.uk Website: www.throstonschool.org.uk

September 2026

Dear Applicant,

Thank you so much for your interest in the post of Higher Level
Teaching Assistant at Throston Primary School.

Throston Primary School has an excellent reputation in the town;
we are always described as welcoming, friendly and caring. A visit
to the school will confirm this.

To arrange a visit simply contact the school via phone or e-mail.
For those further afield a Microsoft Teams call can be arranged, in
order that any questions/queries you may have can be answered.

We are looking for a passionate and caring practitioner who will
support with the learning and pastoral care of the children at
Throston Primary School.

To find out all about us please visit our informative website:
<https://www.throstonschool.org.uk/>.

Please do not hesitate to contact the school for additional
information; we look forward to receiving your application.

Kindest regards,

Mr. Atkinson,
Head Teacher.





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Higher Level Teaching Assistant Required

Required for January 2027

PERMANENT

Band 7, 32 Hours per Week (Term Time Only, 190 Days)

£20,171.58 - £21,163.09 per annum

"Leaders place inclusion at the heart of the school's work. All pupils are welcome. The school is well respected for its caring and skilled support for pupils with additional needs". Ofsted - February 2026.

The governing body of Throston Primary School are seeking to appoint a highly motivated and caring higher level teaching assistant to support Key Stage 2 children within our additional provision (Phoenix Room II). The postholder will have particular responsibility for supporting pupils to overcome barriers to learning and will contribute to the school's provision for pupils with SEND, SEMH and other additional needs.

The successful candidate will join our friendly school to help ensure our children all have a 'flying start to success'.

At Throston Primary School, our priority is to develop a love of learning through quality teaching. We work tirelessly to ensure that our children enjoy a stimulating and diverse education where learning is irresistible and children are happy, feel safe and are valued. Everything we do, as a school, is to ensure that our children achieve their very best and we are deeply aware that children only get one chance at their primary education.

We can offer:

- Friendly, happy and enthusiastic children;
- Supportive and committed parents and governors;
- Hard-working, welcoming and caring staff;
- A well-resourced working environment with a forest school, computing suite, food technology room and extensive learning spaces indoors and outdoors (including a multi-use games area);
- Continuous professional development;
- Strong networks with local primary and secondary schools.

If you can imagine working alongside us to further develop the children's love of learning:

- Please contact the school office on 01429 288291 to arrange a visit.
- Application packs can be downloaded from:

<https://www.throstonschool.org.uk/page/?title=Staff+Vacancies&pid=16>

- **Closing Date and Shortlisting: Monday 2nd November 2026 (9.00am prompt)**
- **Interview Date: Tuesday 10th November 2026**

Throston Primary School is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be required to undertake an enhanced criminal records check via the Disclosure and Barring Service.

Kindest regards,

Mr. Atkinson, Head Teacher.





Job Description



Title and Band

Higher Level Teaching Assistant - Band 7

Purpose of the Role

To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups or whole classes within a framework agreed with and under the direction and supervision of a qualified teacher. n.b. roles at this level deliver 'specified work' as defined by Section 133 of the Education Act 2002.

Responsibilities

To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.

Working under the direct supervision and guidance of a teacher:

- Liaising closely with teaching staff to assess the needs of pupils and assisting in the preparation, development and implementation of Individual Education Plans and/or other personalised learning plans.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision.
- Plan, prepare and deliver specified learning activities to individuals, groups of pupils and whole classes modifying and adapting activities and the approach as necessary under the direction and supervision of a teacher.
- Recording and reporting on the progress and achievement of pupils and participating in reviews of pupils' progress, development and attainment.
- Assess the needs of pupils and use knowledge and specialist skills to support pupils learning.
- Providing feedback to pupils and parents/carers in relation to progress, achievement, behaviour, attendance and other relevant areas.
- Assisting in administering, invigilating and assessing/marking tests and examinations.
- Liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils.
- Providing advice, information and demonstrations to classroom and teaching assistants to assist in the development of their skills.
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.
- Promote high standards of behaviour, employ effective de-escalation strategies, and where necessary, exercise appropriate physical intervention.
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate.
- Provide specialist support to pupils in any or all of the following areas; pupils with learning, behavioural, communication, social, sensory or physical difficulties, more able pupils, pupils where English is not their first language, pupils who are not working to the normal timetable, or specific curriculum areas.
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Support independent learning and the inclusion of all pupils.
- Support the raising of educational aspiration in all pupil/parent contact and provide constructive feedback on pupil attainment, learning and achievement.
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.
- Assist in the creation of individual development plans as required by teaching staff.
- Support the work of volunteers and other support staff in the setting.
- Select, prepare and clear up materials used in the learning environment ensuring that they are available for use as directed by the teacher, including photocopying, filing and the presentation and display of the pupils work.
- Support pupils in their social, emotional and personal development.
- Contribute to the development of policy and procedure.
- Provide short term cover supervision of classes.
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.
- Working at or towards the competency standards for Higher Level Teaching Assistants.
- Awareness of policy, procedures and legislation relating to child protection and health and safety.

Professional Standards for Teaching and Learning Support Staff

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards:

Personal and Professional Conduct

- Uphold the ethos, policies and practices of the school.
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family.
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice.
- Recognise differences and respect cultural diversity.
- Ongoing commitment to practice development through self-evaluation and awareness.

Knowledge and Understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role.
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so.
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role.
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role.

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities.
- In line with school policy and procedure, consistently apply effective behaviour management strategies.
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment.

Working with Others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers.
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with.
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making.
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision.

School Ethos

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school, parents/carers and internal/external agencies.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupils home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.

[ADD NAME]

Signature: _____ Date: _____

The work of the school changes and develops continuously which in turn requires staff to adapt and adjust. Whilst the main duties and responsibilities of the post are set out above, the job description is not an exhaustive list of tasks and each individual task to be undertaken has not been identified. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on support staff terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.

THROSTON PRIMARY SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE. THIS POST IS SUBJECT TO SAFER RECRUITMENT MEASURES AND A DISCLOSURE AND BARRING SERVICE (DBS) CHECK WILL BE REQUIRED.



Person Specification



Higher Level Teaching Assistant (HLTA)

The successful candidate will be a highly motivated, caring and skilled practitioner who is committed to supporting all pupils to achieve their full potential. They will be able to work effectively as part of a team while also demonstrating the confidence, initiative and professional judgement required to work independently and lead learning when required.

	Essential	Desirable
Qualifications and Training	- A good standard of general education, including English and mathematics at GCSE Grade 4/C or above, or equivalent. HLTA Status Certificate/Outcome Letter or an equivalent relevant qualification. - Evidence of relevant professional development relating to teaching, learning and supporting children. - A willingness to undertake further training and continuing professional development relevant to the role.	- First aid qualification or willingness to undertake appropriate first aid training. - Training or qualifications relating to SEND, SEMH, autism, behaviour support, speech and language, phonics or other relevant areas of additional need. - Relevant safeguarding and child protection training. - Team Teach Certificate or equivalent.
Experience	- Significant experience of working successfully with children of primary school age. - Experience of working with individuals, small groups and whole classes. - Experience of adapting learning activities to meet differing abilities and needs. - Experience of supporting pupils with additional educational, behavioural or emotional needs. - Experience of providing whole class cover in the absence of a teacher. - Experience of working with pupils with SEND and/or SEMH needs. - Experience of supporting pupils who demonstrate challenging or dysregulated behaviour.	- Experience of working across more than one primary age phase. - Experience of contributing to assessment and maintaining appropriate records of pupils' progress. - Experience of liaising with parents, carers and external professionals.

Knowledge and Understanding	• An understanding of the role of an HLTA and the professional boundaries associated with the position. • An understanding of how to differentiate and adapt activities to enable all pupils to access learning. • An understanding of positive behaviour management and the importance of consistent routines, expectations and relationships. • An understanding of SEND and the barriers to learning that some pupils may experience. • An understanding of the importance of promoting pupils' independence rather than creating unnecessary dependence on adult support. • Knowledge of strategies for supporting pupils with autism, ADHD, speech and language needs and/or SEMH needs.	• Knowledge of the National Curriculum and expectations across the primary age range. • Knowledge of systematic synthetic phonics and early reading. • Knowledge of trauma-informed, relational or restorative approaches to supporting behaviour.
Teaching and Learning Skills	• Evidence of providing appropriate whole-class cover when required. • Ability to remain calm and professional when responding to challenging behaviour. • Ability to use appropriate de-escalation and regulation strategies. • Ability to support pupils to develop emotional regulation, resilience and independence.	• Evidence of supporting within a support base for SEMH pupils.
Additional	• Recommendation from both referees. • Clear Enhanced DBS Check.	

The criteria within this person specification may be assessed through:

- Application form and supporting statement;
- References;
- Interview;
- Practical/teaching activity where appropriate;
- Qualification and identity checks;
- Safer recruitment and safeguarding checks.

Throston Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to appropriate safer recruitment checks, including an enhanced DBS check and any other checks required for the post. Please note all appointments within Throston Primary School are subject to a declaration of medical fitness by the Council's Occupational Health Service, having made reasonable adjustments in line with the Equality Act (2010) where necessary.