



**Welton St. Mary's Church of England Primary Academy**

**'Together we care, learn and thrive'**



#### **Higher Level Teaching Assistant:**

- 12.5 hours – afternoons Monday to Friday term time plus INSET days / twilights (39 weeks a year)
- Grade range: G6 SCP 15-18 (£29,093 - £31,586) pro rata (actual salary 12.5 hours £9,741 - £10,576)

#### **Teaching Assistant & Playworker:**

- 20 hours – mornings Monday to Friday term time plus INSET days / twilights (39 weeks a year)
- Grade range: G3 SCP 6-9 (£24,027 - £25,183) pro rata (actual salary 20 hours £12,872 - £13,492)

**Making this a full-time post of 32.5 hours. There is flexibility to split the two roles.**

**This is a fixed term post until Dec 31<sup>st</sup> 2027 (with the view to being extended should it meet the needs of the school)**

**Start date: as soon as possible**

This role is to support the high-quality teaching and learning within the school. It will involve teaching across the primary age ranges including delivering PPA and leadership time. This role requires the successful candidate to be highly flexible and be able to adapt to short notice.

#### **Teaching Assistant & Playworker element of the role Person Specification**

Person Specification	Essential / Desirable
<b>Qualifications and Training</b>	
GCSE or equivalent in English and Maths (Grade 4 or above – or equivalent)	E
NVQ2 or equivalent	E
Safeguarding training	E
First aid training	D
Makaton (or willingness to learn)	D
Specific training in autism, speech and language, communication and language or Social and Emotional needs	D
<b>Experience</b>	
Current, or recent relevant experience working in the primary classroom	E
Experience of planning and preparation within the classroom environment	E
Proven success of supporting the learning in the classroom with children with additional needs	E
Proven success of working with intervention groups and evidence of good progress made by learners	E
Experience of keeping records as required by the school- individual teacher's assessment records.	E
Experience of working across Key stages	D
Trained in RWI (or willingness to train)	D
<b>Knowledge and Skills</b>	

A clear understanding of the vision for a Church of England School	E
To be involved in ongoing Professional Development	E
Ability to adapt work to meet individual needs and proven impact	E
Good behaviour management of groups of children	E
Able to assist with planning and preparation of activities	E
Proven evidence of impact following the delivery of school intervention or national initiatives	E
Planning and organisational skills	E
Basic ICT skills	E
Ability to work as part of a team	E
Ability to empathise with children	E
Ability to work under own initiative	E
Ability to teach and deliver maths intervention programmes in line with school policy and adapt them to meet the needs of the children	E
Good understanding of skills progression in English, phonics and maths	E
Ability to teach and deliver phonics programmes in line with school policy and adapt them to meet needs of children	E
A good understanding of the Key Stage 1 and Key Stage 2 curriculum	E
Experience of working with children with Special Needs and proven impact on progress	E
<b>Personal Attributes</b>	
Communicate effectively to a range of audiences. Able to clarify and explain instructions clearly.	E
Commitment to an ethos of high standards, personal fulfilment and academic/ personal success	E
Good attendance	E
A willingness to go above and beyond	D
A willingness to be flexible to meet the needs of the curriculum and the school	E
Energy, stamina and determination	E
A sense of humour and ability to remain calm under pressure	E
Build and maintain effective relationships <ul style="list-style-type: none"> <li>• Prioritise, plan and organise themselves and others</li> <li>• Seek and take account of the views of others</li> <li>• Develop effective teamwork</li> <li>• Able to generate enthusiasm with pupils and parents</li> </ul>	E
Able to organise own teaching resources and activities	E
Able to plan time effectively and meet deadlines	E
Convey personal enthusiasm and commitment	E
Loyalty with respect for confidentiality	E
A willingness to contribute to wider school initiatives beyond the school day	E
Commitment to keeping up to date with local and national initiatives	E

## Higher Level Teaching Assistant element of the role Person Specification (in addition to the Teaching Assistant & Playworker Person Specification)

Person Specification	Essential / Desirable
<b>Qualifications and Training</b>	
Have HLTA status [or qualified teacher experience]	E
Other relevant qualifications (e.g. Foundation Degree in Education)	D
Training in relevant strategies e.g. literacy / numeracy/ Active English, RWI	D
First aid training	D
<b>Experience</b>	
Current, relevant experience working in the primary classroom (minimum of 2 years)	E
Experience of planning, preparation and teaching within the classroom environment (individuals, groups and whole classes)	E
A good awareness of inclusion, especially within a school setting	E
A commitment to outdoor learning or willingness to learn (OPAL play, Forest School) and support the development of this in school	E
<b>Knowledge and Skills</b>	
Able to plan and prepare activities	E
Be able to demonstrate the HLTA Standards	E
Relevant policies, codes of practice and legislation including safeguarding	E
Develop their knowledge through the evaluation of their own learning needs	E
Be able to work independently	E
Provide detailed and regular feedback to teachers on children's achievements and progress	E
Be able to plan effective activities for pupils at risk of underachieving	E
<b>Personal Attributes</b>	
Remain calm under pressure and be able to adapt to change quickly	E
Form effective professional relationships including team working	E
Have excellent organisational and time management skills	E
Contribute to wider school initiatives and willing to lead an afterschool club	E
Commitment to keeping up to date with local and national initiatives	E
Attend school training sessions when required	E