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BELIEVE.
ACHIEVE.



CALDEW
SCHOOL

WHERE EVERY STUDENT
IS SUCCESSFUL TODAY
AND PREPARED
FOR TOMORROW.

POST AND APPLICANT INFORMATION.

HIGHER LEVEL TEACHING ASSISTANT – LITERACY
APPLICATIONS FROM SENIOR TEACHING ASSISTANTS WILL ALSO BE
ACCEPTED

Salary:	HLTA - £23190 - £23577 pa (PCD8) including holiday pay STA - £20685 - £21366 pa (PCD7) including holiday pay
Hours:	31.25 hours per week, 39 weeks per year
Contract Term:	Permanent
Start date:	As soon as possible
Closing date:	Midday 4th November 2025
Interviews:	12th November 2025

PURPOSE OF THE ROLE:

To organise and support teaching and learning activities for classes. The primary focus is to carry out specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher particularly to support and develop students' literacy skills.

Safeguarding Statement

Caldew School is committed to the protection and safety of its pupils and expects all staff and volunteers to share this commitment. An online search will be carried out for shortlisted candidates. The successful applicant will be required to undertake a criminal record check via the DBS. Our safeguarding policy can be found at:

<https://www.caldew.cumbria.sch.uk/our-school/policies-other-key-documents/>

Equal Opportunities Statement

We are an equal opportunity employer. We want to develop a more diverse workforce and we welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met. We are committed to employing disabled people making reasonable adjustments to support applicants when required

Application Process

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

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The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification

Short listed applicants may be screened prior to interview by checking social media. The purpose of this is to ascertain if the applicant demonstrates behaviour that is suitable for employment in a school environment. References will be requested prior to interview.

We are committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

DEPARTMENT INFORMATION:

As an inclusive school, our SEND department plays a fundamental role in ensuring the well-being, progress and achievement of our students who have special educational needs. Whilst we have a resourced provision for students with autism, we have a number of students with needs relating to SEMH, as well as cognition and learning needs. We have over 60 students with EHCPs and a number of students who receive additional support (SEN K). Our students all attend mainstream lessons and are supported in the classroom and through targeted, bespoke interventions.

We use Ruth Miskin's Read Write Inc. Fresh Start systematic synthetic phonics programme to support students who need to secure their decoding skills, whilst supporting fluency and comprehension through interventions and across the curriculum.

JOB DESCRIPTION:

KEY RESPONSIBILITIES

1. To fulfill the 33 HLTA standards to support teaching and learning maximising achievement and development.
2. Plan, prepare and deliver specified work to individuals, small groups or, for whole classes, modifying and adapting activities as necessary under the direction and supervision of a teacher to support and develop students' literacy skills.
3. Assess, record, monitor and report on pupil development, progress and attainment against pre-determined learning objectives, using detailed knowledge and specialist skills to support pupils' learning including the development and implementation of IEPs.

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4. To establish productive working relationships with students, acting as a role model and setting high expectations.
5. To promote the inclusion and acceptance of all students within the classroom working with teachers to establish an appropriate working environment.
6. Build relationships with parents and carers.
7. This role will be expected to undertake at least one of the following:
 - a) Provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties.
 - b) Provide specialist support to pupils where English is not their first language.
 - c) Provide specialist support to gifted and talented pupils.
 - d) Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject, EYFS).
8. Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety including risk assessments, security, confidentiality and data protection reporting any issues to a nominated person.
9. Encourage pupils to interact and work co-operatively with others, promote independence and employ strategies to recognise and reward self-reliance.
10. Supervise and direct the work of other staff demonstrating own duties in particular specialist areas.
11. Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and IEPs and writing reports as appropriate.
12. Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.
13. Administer and assess routine tests and invigilate exams/tests.
14. Attend and participate in regular meetings.
15. Participate in training and other learning activities as required.

Staff Management Responsibilities

- Some supervising of other staff, demonstrating own duties in particular specialist areas as required.

Resources Responsible for

- Financial / money – trip money – collect and pass on to school administration for banking.
- Accessing and collating some information.
- Equipment Responsibility for ICT equipment digital cameras, computers, overhead projectors and similar equipment
- Driving minibuses

Job Working Circumstances

- The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
- Examples may include:
 - work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
 - provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
 - in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastronomy tubes, use of nebulisers, oxygen administration, administration of medication.

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PERSON SPECIFICATION:

	Essential	Desirable
Qualifications	HLTA accredited status or QTS	Additional specialist qualification at Level 4 or above. Training in relevant strategies e.g. literacy, particular curriculum.
Knowledge	Good understanding of child development and learning processes. Up to date knowledge and understanding of the practices, strategies and procedures within education specifically related to literacy. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Understanding of statutory frameworks related to teaching.	Curriculum development and implementation. Knowledge and experience of using a systematic synthetic phonics programme e.g. Read Write Inc. Fresh Start.
Relevant Experience	Worked to support and develop students' literacy skills. Experience of working in a classroom setting.	Experience in delivering systematic sythetic phonics programme, as well as developing fluency and comprehension.
Skills	Use of ICT to support learning. Ability to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge.	Use of IT equipment. Experience of using Widgit software and Clicker 5 Familiarity with behaviour plans

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Other	Ability to relate well to children and adults. Able to work constructively as part of a team, understanding classroom roles and responsibilities including own position within these. Able to prioritise tasks and act on own initiative. Able to motivate and encourage children to develop to their full potential Have a firm but calm disposition. Requirement for some out of school and/or out of term working to support specific activities or events as appropriate.	
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