



Higher Level  
Teaching  
Assistant  
Bradfield School  
  
Application Pack

Welcome to INOVA Multi-Academy Trust and thank you for your interest in joining our organisation. I am the Chief Executive Officer, and I feel incredibly proud to lead such a wonderfully diverse group of schools, that have people at their heart.

At INOVA Multi-Academy Trust, our vision is clear and unapologetically ambitious: Transforming lives through the power of learning. We are a values-led Trust, committed to Innovation, Collaboration, and Excellence. These principles guide everything we do – from the way we educate and support our learners, to how we develop our staff and engage with our communities.

Each of our schools is unique, shaped by its local context, and we are proud to celebrate that diversity. But what unites us is a shared commitment to equity, high standards, and the belief that every child – regardless of background, need, or starting point – deserves a brilliant education and the opportunity to succeed.

At the heart of INOVA Multi-Academy Trust is a people-centred culture. We believe that when we invest in people, we invest in futures. That's why we have created a Trust model that is agile, responsive, and grounded in trust – one that removes unnecessary noise from schools and enables Headteachers and staff to focus on what really matters: the young people we serve.

Our central teams provide high-quality support and challenge, reducing workload and unlocking capacity at school level. From curriculum development and inclusion, to safeguarding, wellbeing, and digital transformation, we direct more resources where they matter most – into classrooms, into staff development, and into building futures full of possibility.

We also believe in doing things differently – whether that's through our Institute of Talent, our evidence-led school improvement strategy, or our collaborative leadership networks. We don't just strive for compliance – we strive for brilliance.

As CEO, I have the privilege of working alongside a deeply committed team of leaders, educators, governors, and support staff – all of whom share a common purpose: to unlock potential and create opportunity.

As a prospective staff member, or simply interested in our work, I invite you to explore our Trust and connect with our journey. Together, we are building futures worth believing in.

Thank you again for your interest in joining us and the best of luck with your application.

**Lee Barber**  
CEO



# About INOVA Multi-Academy Trust

## Trust

Since forming in 2011 we have grown to 9 schools - 5 primary and 4 secondary - providing learning to over 7,500 learners from ages 2 - 18.

Collaboration is systematic to our Trust. We give our leaders license to operate and empower them to do the right thing for our organisation.

### **Our Vision:**

Transforming lives through the power of learning.

### **Our Mission:**

To equip young people with the knowledge, skills and character to thrive in a rapidly changing world. From nursery to destination, our pathways will embed a culture of innovation, collaboration and excellence delivered through high quality, inclusive and enjoyable educational experiences.

### **Our Values:**

Innovation : Collaboration : Excellence



## **Our Values**

### **Innovation**

- We embrace forward thinking solutions
- We experiment, learning from our success and failures
- We champion the use of cutting-edge resources
- We are agile in our approach.



### **Collaboration**

- We ensure a safe and transparent culture
- We are proactively involved in our communities
- We apply resilience and adaptability
- We promote teamwork and inclusivity.



### **Excellence**

- We have high standards and expectations
- We continually evaluate, seeking improvement
- We insist on equity for all
- We foster a culture of ownership and responsibility.



# Our Offer

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

## Primary Education

Each of our primary schools are Ofsted graded 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

## Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes. Our sixth form provision is Ofsted graded 'Good' or 'Outstanding.'

## Central Services

Our support staff are highly valued, and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities and Estates
- Finance
- Governance
- HR
- IT
- School Improvement

# The Role

## Higher Level Teaching Assistant (HLTA)

We are seeking to appoint an outstanding HLTA to join our SEND Department. We believe this is an outstanding opportunity for an ambitious and well motivated individual to join the school at this exciting time.

Our key strength is our staff who are committed to ensuring all pupils become the best they can be. Although we work as a team, we recognise each member of staff as an individual and offer bespoke CPD and support. Above all, we are a team that enjoys working here at Bradfield School; who are supportive, approachable and ambitious for each other and ourselves.

<b>Salary Range:</b>	LD3.5 – Grade 5 – point 15 – 20 - £29,093 - £31,586 (subject to pro rata)  32.5 hours per week, 39 weeks per year
<b>Hours of Work:</b>	Monday – Friday 8:15am to 3:15pm
<b>Responsible To:</b>	Assistant Headteacher – SENDCO
<b>Responsible for:</b>	Lead effective support and provision for students identified with a Special Educational Need or Disability (SEND). Promoting high standards of learning and achievement for all students.
<b>Purpose of Job:</b>	Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning, preparation and delivery. These activities can be for individuals/groups or whole classes on a short-term basis including monitoring and assessment, recording and reporting on pupil achievement, progress and development Responsible for the line management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisals and training
<b>Relevant Qualifications</b>	Meet higher level teaching assistant standards or equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to nvq level 2 in English and maths. Specialist skills/training in curriculum or learning area e.g. Speech and Language, Training in the relevant learning strategies e.g. meta-cognition, self-regulation, study skills and revision strategies.

# Responsibilities

The postholder must at all times carry out their responsibilities within the spirit of the Trust's Policies and Procedures, in particular the Trust Policies on Equal Opportunities and Health and Safety and also, within the framework of the Education Act 1996.

## **MAIN DUTIES AND RESPONSIBILITIES**

### **1. SUPPORT FOR STUDENTS**

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.
- Develop and administer a rolling programme with entrance and exit criteria to embed meta-cognitive behaviours.
- Liaise with parents at key points to set clear objectives and review points.
- Work alongside the Assistant Headteacher - SENDCO, and Subject Leaders in a range of subjects to identify students who would benefit from interventions.
- Establish productive working relationships with students, acting as a role model and setting high expectations, promoting 'recovery' in terms of both learning and student well-being.
- Develop the students that you work with to become better at metacognition, self-regulation, study skills and revision strategies, supporting them to become more independent learners.
- Motivate and support students to fill gaps in their learning, and helping them to reach their potential, in line with peers from similar starting points.
- Develop and implement Student Engagement Plans, Extended Support Plan and EHC plans.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact with others co-operatively and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students, parents and teachers in relation to progress and achievement.

# Responsibilities

## 2. SUPPORT FOR THE TEACHERS

- Organise and manage appropriate learning environment and resources..
- For groups of identified students, plan tasks that will engage students to fill any gaps in their learning, supporting them with metacognition, self-regulation, study skills and revision strategies, empowering them to become better independent learners .
- When supporting other members of teaching staff, tailor learning objectives, evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives and success criteria.
- Provide regular objective and accurate feedback and reports, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment .
- Work within established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.

## 3. SUPPORT FOR THE CURRICULUM

- Deliver bespoke learning activities to small groups of withdrawn pupils within agreed system of supervision, adjusting activities according to pupil responses/needs. Monitor progress of these groups and adjust delivery as appropriate.
- Liaise with departments to ensure that work delivered in interventions matches the departmental strategy and goals.
- Liaise with year leaders and departments providing support with self-regulation, revision and study skills strategies
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use of ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' language, cultural backgrounds and interests.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Take responsibility for your own professional learning, actively seeking out additional CPD, reading, research and the observation of others to develop your skills to deliver strategies to support students with their motivation, engagement, metacognition, self-regulation, study skills and revision Strategies.

# Responsibilities

## 4. SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, to support achievement and progress of pupils.
- Take the initiative, as appropriate, to develop multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

## 5. LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Support the SENDCO in managing other teaching assistants.
- Liaise between SENDCO/teaching staff and teaching assistants.
- Liaise with the Assistant Headteacher - SENDCO to identify students for interventions and report on their progress.
- Hold and contribute to regular team meetings with managed staff.
- Represent teaching assistants at teaching staff staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

To undertake any other duties and responsibilities, which do not change the character and purpose of the post as, may be determined after negotiations between management, the postholder and the appropriate trade union.

# The Person

The successful candidate will demonstrate the following:

<p>Skills and Knowledge</p>	<p>Effective use of ICT to support learning            Be proficient in the use of Microsoft Office packages, email and the internet            Understanding of relevant policies/codes of practice and awareness of relevant legislation            Basic understanding of child development and learning            Ability to self-evaluate learning needs and actively seek learning opportunities            Ability to relate well to children and adults            Work constructively as part of a team, understanding classroom roles and responsibilities            Able to prioritise their own workload, working accurately and to deadlines</p>
<p>Qualifications and Experience</p>	<p>Working with or caring for children of relevant age            Good numeracy/literacy skills            NVQ3 for Teaching Assistant or equivalent qualifications or experience            Experience/qualifications in meta-cognition, self-regulation, study skills and revision strategies</p>
<p>Personal Qualities</p>	<p>Willingness and commitment to innovation, collaboration and excellence.            Show a willingness to embrace different ideas and ways of thinking to improve the Trust.            Commitment to maintaining confidentiality at all times.</p>
<p>Work Related Circumstances (including working conditions)</p>	<p>We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment</p>

Fluency Duty: The ability to converse at ease with members of the public and pupils, and provide advice in spoken English, is essential for this post.

# How to Apply

Applications for this role are via the TES jobs website

The closing date for applications is Monday 23<sup>rd</sup> June 2025 and interviews will be held week commencing 30<sup>th</sup> June 2025.

## Safeguarding

INOVA Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all of our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

### Shortlisted Candidates:

- References will be requested before interview
- A Criminal Convictions Disclosure Form will be requested at interview
- Evidence of right to work in the UK will be requested at interview
- Qualification certificates will be requested at interview
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role, or to working with children, then this may be raised with the candidate at interview and/or we may take advice from the local authority children's service.

### Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check
- Successful candidates will be required to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts)
- Pre-employment medical screening.

**Please Note:** Canvassing of any employee, Trustee or member of the Local Governing Board, directly or indirectly, and your application will be disqualified.

**Policies:** Our approach to safeguarding and school safeguarding policies can be found on the Trust website:

<https://www.taptontrust.org.uk/page/?title=Safeguarding&pid=69>

## Equality and Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender religion, age, disability, marital status or sexual orientation.

## Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies](#) page of our website.



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