



Recruitment Pack



Welcome to Applicants

Thank you for your interest in Horbury Primary Academy. We hope that the information contained within this brochure will help you decide if you have the right qualities, skills and experience to apply for our vacancy.

I have enormous pleasure in inviting you to consider joining Horbury Primary Academy and becoming part of a team committed to the pursuit of excellence in provision for our children. We are keen to appoint individuals who have enthusiasm, vision and creativity but above all else an unrelenting commitment to high expectations and inclusivity.

Horbury Primary Academy is a community where children become confident, caring individuals with high aspirations, an enduring enthusiasm for learning and the necessary skills to succeed in life.

We believe we have created a broad, balanced and creative curriculum to ensure that children are engaged in their learning and above all enjoy coming to school. We have enthusiastic and caring staff who work hard to ensure this is in place.

We want every child to reach their potential and our ultimate aim is to create a lifelong love of learning which gives children not only new skills, knowledge and understanding, but also key learning attributes that will enable them to succeed as they begin their path in life.

I am extremely proud as Principal to lead Horbury Primary Academy and work alongside such a talented body of pupils and staff, who are fully committed to working as a team.

If you feel that you have the vision, drive and energy to support and contribute to Horbury Primary Academy's further continued improvement, then we would be delighted to hear from you.

Yours sincerely,

James Tucker
Principal



About Place Partnership



- | | |
|--|--|
| 1. Ossett Academy and Sixth Form College | 7. Sir Thomas Wharton Academy and The Sixth Form Partnership |
| 2. South Ossett Infants Academy | 8. Ravenfield Primary Academy |
| 3. Horbury Academy | 9. Maltby Redwood Academy |
| 4. Horbury Primary Academy | 10. Maltby Manor Academy |
| 5. Middlestown Primary Academy | 11. Maltby Lilly Hall Academy |
| 6. Wath Academy and Sixth Form | 12. Maltby Academy and The Sixth Form Partnership |

Place Partnership, established in 2026, comprises 12 academies, supporting children and young people from early years through to Post 16 across South and West Yorkshire. At the heart of our organisation is a commitment to building a culture where people feel valued, take pride in their place, and hold high expectations because everyone matters. We are dedicated to providing a high-quality education which ensures that every child is given the opportunity to achieve their full potential.

As an employer, we invest in our people through extensive professional learning and development opportunities, a comprehensive wellbeing offer, and a wide range of generous employee benefits.

Our Vision

People belong, place matters, purpose lasts.

Our Mission

We commit to building a culture where people feel valued, take pride in their place, and hold high expectations because everyone matters.

Our Values



Value Our People

We commit to building a culture where people feel valued, take pride in their place, and hold high expectations because everyone matters.



Take Pride in Our Place

We care for our communities and work in partnership, so that people feel connected, supported and part of something to be proud of.



Act with Enduring Purpose

We focus on what matters most, our young people, making decisions that stand the test of time.

Staff Benefits

We recognise that our people are our greatest strength. Creating an environment where every colleague feels valued, supported, and able to thrive is one of our core values.

As part of our commitment to staff wellbeing and professional growth, we offer a comprehensive suite of benefits designed to support you at every stage of your career:



Generous annual leave entitlement for full-time colleagues, rising with length of service.



A Corporate Paid Healthcare Cash Plan through Westfield Health, with the ability to claim money back for essential healthcare and access a GP 24/7 through Doctorline.



A competitive salary, incremental progression, and an enhanced pension scheme through either the Teachers' Pension Scheme or the Local Government Pension Scheme.



An extensive professional learning and development offer, with regular training and development tailored to your role, ambitions, and career stage.



Apprenticeship pathways which support colleagues to progress into new roles and qualifications while working.



Family friendly policies, including enhanced maternity, paternity, adoption, and parental leave.



A collaborative working culture, enabling you to learn from colleagues across the Trust and share best practice.



Staff recognition programmes celebrating excellence, dedication, and positive impact.



Supportive, inclusive environments where wellbeing and belonging are prioritised.

Access to Reward Gateway which offers:

- A SmartSpending App, allowing for instant savings on everyday high street brands, including supermarkets.
- Cashback schemes.
- Employee Assistance Programme with 24/7 confidential access to trained counsellors.
- Salary sacrifice schemes including Cycle2Work and SmartTech.
- A wellbeing centre, offering workout videos, healthy recipes, guided meditations, and articles focused on mental, emotional, financial, and physical health.



About Horbury Primary Academy

- Horbury Primary Academy is a mixed 3–11 primary academy, situated on the outskirts of Wakefield.
- The school officially opened in 1913, following the combination of two local schools, formerly known as Horbury Council School.
- We have a diverse curriculum, which is interwoven with the key learning attributes embodied within our PRIDE ethos: perseverance, risk-taking, independence, determination and enthusiasm.
- Our pupils are at the centre of everything we do and we have created a broad, balanced and creative curriculum to ensure that children are engaged in their learning and above all enjoy coming to school. We have enthusiastic, caring and professional staff who work hard to ensure this happens.
- We have extensive outside play areas and grounds which enrich our pupils' outdoor activities and learning.
- We work in partnership with parents and carers to ensure that our pupils feel fully supported and safe during their time at the academy, allowing them to achieve their very best.
- New colleagues have access to an extensive onboarding programme, which walks staff through our collective Trust and academy values. All new staff can utilise their first working day to meet colleagues and complete their induction/transition, before entering the classroom and/or workstation for the first time.



Staff Testimonials

It has been a breath of fresh air working at Horbury Primary Academy. As a teacher, working in a supportive and collaborative environment is incredibly important and I have received support in all areas of my career and personal life while working here. All the staff are a caring and friendly group of people, who truly put the children first, and make it a very happy place to be.

Helen
Teacher and PE Lead



Working as part of the Horbury Primary Academy family for 17 years has given me the privilege of not only working alongside such an enthusiastic, dedicated team, but seeing the fantastic experiences and opportunities that are provided for our children.

Over many years I have been encouraged and supported by such an amazing team, enabling me to grow and develop skills I thought I could never accomplish.

Tracy
Teaching Assistant

Higher Level Teaching Assistant

Location: Horbury Primary Academy

Salary: Band F (Unqualified Status), £12,320 to £13,586 per annum (actual salary)

Band G (Qualified Status), £13,812 to £14,834 per annum (actual salary)

Contract: 18 Hours, Term Time Only + 2 Inset Days

Start date: To Start As Soon As Possible

About the Role

Horbury Primary Academy is seeking to appoint a proactive, enthusiastic, and highly motivated Higher Level Teaching Assistant to join our dedicated team. The successful candidate will work closely with teaching staff to support high-quality learning, promote an inclusive environment, and inspire pupils to achieve their full potential both academically and personally.

The Higher-Level Teaching Assistant will play a pivotal role in supporting teaching and learning across the academy, providing comprehensive PPA cover for class teachers and leading whole-class learning with confidence, enthusiasm, and professionalism. Working closely with teaching staff, the ideal candidate will contribute to the full planning, delivery, and assessment cycle, helping to ensure that all pupils receive an engaging and enriching educational experience.

The postholder will also support the effective management of classroom behaviour, creating a positive, calm, and purposeful learning environment where every child feels valued, safe, and supported to succeed. This role requires a proactive and adaptable professional with excellent interpersonal and communication skills, who can work independently, use initiative effectively, and build strong relationships with pupils, staff, and families. A commitment to inclusion is essential, with the ability to identify and overcome barriers to learning, respond sensitively to the diverse needs of pupils, and provide targeted support that enables every child to thrive both academically and personally.

The position is on a part-time basis working Tuesday, Wednesday and Thursday 8.30am to 12.00pm, and 1.00pm to 3.30pm.

About You

The successful candidate will be...

- Qualified to HLTA status (Level 4), or working towards this.
- Qualified to Level 2 in English and Mathematics or equivalent.

- Knowledgeable about child development and how children learn.
- Able to organise, lead, and motivate a team.
- An effective communicator with strong interpersonal skills.
- Proactive, adaptable, and able to use their own initiative.
- Committed to inclusion and helping all pupils achieve their full potential.

About Place Partnership

This is an exciting opportunity to join a forward-thinking and ambitious organisation, driven by a genuine passion for the wellbeing, care, and education of young people.

Place Partnership was formed in September 2026 following the voluntary merger of two strong and successful Trusts in South and West Yorkshire: Maltby Learning Trust, established in 2014, and Accord Multi Academy Trust, founded in 2016. At the heart of Place Partnership is a commitment to building a culture where people feel valued, take pride in their place, and hold high expectations because everyone matters. At Place Partnership we are dedicated to providing high-quality education which ensures that every child is given the opportunity to achieve their full potential.

We invest in our people through extensive professional learning and development opportunities, and we recognise that our people are our greatest strength. As such, we offer a comprehensive suite of benefits as part of our commitment to wellbeing and professional growth. Here are a few examples of employee benefits that focus on our employees Financial, Physical and Mental Wellbeing:

- Membership to either the Teachers' Pension Scheme or the Local Government Pension Scheme
- Technology scheme via SmartTech*
- Access to an extensive discounts platform via 'Place Plus'
- Access to an industry leading Employee Assistance Programme (EAP)
- 24/7 access to an online GP or Advanced Nurse Practitioner through Corporate Paid Healthcare Cash Plans
- Access to health and wellbeing services, with the ability to claim money back for essential healthcare such as prescriptions, optical and dental care through Corporate Paid Healthcare Cash Plans.
- Cycle to Work Scheme*
- Free, on-site parking at every site
- Trained Mental Health First Aiders in all our settings

**restrictions apply*

For full details of our employee benefit package, please see our recruitment pack.

Further Information

Visits are warmly welcomed and can be arranged. For further details regarding this opportunity, for an informal discussion regarding the role or to arrange a visit, please do not hesitate to contact hr@placepartnership.com.

Closing Date: Monday 05 October 2026 at 9.00am

Interviews are expected to take place: week commencing 05 October 2026

To apply for the position, please visit <https://placepartnership.com/current-vacancies>

Place Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to an Enhanced Disclosure and Barring Service (DBS) check and checks of the relevant barred list / prohibition lists.

Place Partnership is committed to providing a culture of inclusion, respect and equity of opportunity that attracts, supports, and retains high quality colleagues from all backgrounds and across all job roles.

Candidates will always be shortlisted based on the content of application against the job description and essential criteria without access to the personal details information.

Based on the quality and quantity of applications received, Place Partnership reserves the right to interview sooner than the specified dates above. Applicants will be notified of this where possible. Therefore, early applications are encouraged.

Role Description

Job Title – Higher Level Teaching Assistant

NJC Pay Range:	Band F (Unqualified Status) Band G (Qualified Status)
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.
Responsible To:	Classroom Teacher, Line Manager & Principal

Main Purpose of the Post

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may 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 pupils' achievement, progress and development.

Key Areas of Responsibility

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement Individual Education Plans.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- To cover and undertake activities with classes during teachers PPA time.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' 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.
- Production of lesson plans, worksheet, plans, etc.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies, e.g., literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interest and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

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, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate 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.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility.

This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed.

Role Description

Supplementary Information

NJC Pay Range:	Band F (Unqualified Status) Band G (Qualified Status)
----------------	--

Standards and Expectations

- Be an excellent role model, exemplifying high personal and professional standards and promoting high expectations for all members of the Trust.
- Be a highly visible, proactive and approachable presence to students, staff and other stakeholders across the Trust and at Academy/Trust events and activities while sustaining the specific demands of the role.
- Be proactive, strategically plan ahead and establish professional networks that will support and enhance the work of the Trust.
- Sustain wide, current knowledge and understanding of education and relevant business systems and processes locally and national and pursue continuous professional development.
- Maintain and operate in the 'bigger picture' view of the Multi-Academy Trust securing the connectivity/implications of change and challenge across the spectrum of Academy operation.
- Celebrate success at every opportunity and implement ambitious strategies for continuous improvement while proactively challenging underperformance at all levels.
- Have high expectations against external benchmarks, engaging in systematic quality assurance, preparing for inspection, self-evaluation and improvement planning for all aspects of Academy life as well as specific areas of individual responsibility
- Take responsibility for promoting and safeguarding the welfare of children, young people and adults within the organisation.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards young people, professionals, parents/carers, governors and members of the local community.
- Regularly review own practice, set personal targets and take responsibility for own personal development.

Securing Policies and Compliance

- To keep abreast of statutory and regulatory guidelines within area of responsibility and ensure Leaders are kept up to date so that systems and processes secure compliance.
- To contribute to policy formulation and strategic direction of service area/area of responsibility.
- To promote and safeguard the welfare of students and other adults within the Trust by adhering to all statutory and associated workplace policies.
- To ensure compliance through quality assurance and evaluation.
- To report and advise on any matter that may place the brand and reputation at risk.

Leading People and Managing Performance

- To lead and develop staff within the team to deliver high quality performance, ensuring that effective performance management arrangements are in place.
- To ensure that teams have a clear structure, roles and responsibilities and work in an integrated way.
- To take responsibility for line managing specific individuals and teams, being accountable for their performance and ensuring that they meet the overall standards expected by the Trust.
- To lead, plan, co-ordinate and manage the work of the team, including the development of their skills/knowledge and maximising the potential of all staff through professional support and challenge.
- To provide effective leadership and operational management of the teams and functions, ensuring that staff adopt the values and expected behaviours of the Trust to deliver a high performance culture.
- To ensure that Leaders receive high quality advice and guidance emanating from area of work/responsibility.
To actively manage own performance and that of others, participating in the Trust's appraisal process as Appraiser and Appraisee.

Engagement with Stakeholders

- To build and maintain effective professional relationships with relevant external stakeholders and service user groups.
- To lead and contribute to the development and delivery of staff and leader training and support across the Academy/Trust.
- To secure and actively engage with professional networks and collaborative arrangements with outside agencies and professional bodies associated with area of responsibility.
- To provide reports and updates to Leaders and Governors in relation to area of responsibility.
- To set clear standards for and expectations of communication with parents/carers and other key stakeholders ensuring follow up is timely, effective and appropriate.
- To work collaboratively with others to deliver added value to the Academy and Trust.
- To understand the changing community and ensure stakeholder satisfaction.

Other considerations

- A Disclosure and Barring Service (DBS) check at Enhanced Level is required.
- To undertake any duties and reasonable requests that are in keeping within the requirements of this post.

Place Partnership is committed to safeguarding the welfare of children and expect all staff to share this commitment.

This supplementary information forms part of the role description and should be used alongside the role specific information.

Person Specification

Higher Level Teaching Assistant

	Essential	Desirable
Qualifications and Training	- Higher Level Teaching Assistant status or working towards this. (Level 4) - Level 2 Numeracy/ Literacy or willingness to work towards. - Training in relevant learning strategies e.g. literacy.	- Management qualification e.g. Level 3 ILM Certificate in First Line Management; or Level 4 ILM Endorsed Certificate (Skills for Middle Leaders.) - Specialist Skills/ Training in Curriculum or Learning area e.g. Bilingual, sign language, I.C.T.)
Experience, Knowledge and Understanding	- Full working knowledge of relevant policies/codes of practice legislation. - Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/strategies - Constantly improve own practice/ knowledge through self-evaluation and learning from others. - Good understanding of child development and learning processes. - Understanding of statutory frameworks relating to teaching. - Appropriate knowledge in First Aid. - Previous experience of working with children of the relevant age range in a learning environment.	
Skills and Attitude	Ability to effectively use ICT to support learning.	
Personal Qualities and Attributes	- Ability to organise, lead and motivate a team. - Ability to relate well to children and adults. - Able to work constructively as part of a team, understanding classroom	

	roles and responsibilities and your own position within these.	
Commitment	- To provide high-quality support that promotes pupil progress, attainment, and wellbeing. - To model excellent behaviour, professionalism, and positive relationships with pupils, staff, and parents. - To safeguard and promote the welfare of all children, adhering to safeguarding policies and procedures.	

**The postholder is required to ensure they have the appropriate business insurance to meet the requirements of the post.*



Horbury Primary Academy
Northfield Lane
Horbury
Wakefield
WF4 5DW

info@horburyprimary.com
01924 263224