



HAMPSTEAD SCHOOL
Learning together Achieving together

HIGHER LEVEL TEACHING ASSISTANT

Job Application Pack

Full time | Permanent | Autumn Term 2025



Thank you for your interest in this exciting post at Hampstead School. More information about the school can be found on our website www.hampsteadschool.org.uk. The job profile and person specification are included in this document. We advertise our roles through TES but please take time to look at website to find out more about Hampstead School.

Dear applicant,

At Hampstead School, we are committed to promoting a diverse and inclusive community – a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, staff engagement forums, in-school facilities and services to support staff from different backgrounds. We are keen to explore part-time, job share or flexible working arrangements. Everyone is welcome – we are committed to inclusion across race, gender, age, religion, identity and experience.

The School is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced DBS check. Checks will be made with previous employers.

Message from the Head

I started as Head at Hampstead School in September 2020. Reopening the school in the midst of a global pandemic was a baptism of fire but staff, students and parents were incredibly supportive. This is a remarkable school and it is a privilege to work here.

The period since has been made easier by my existing knowledge of the school, having started my career here as a Newly Qualified Teacher. My original spell only lasted four years, a length of time that pales into insignificance when compared to the years of service some have given, but after leaving I retained a strong connection to the school. Hampstead School reflects – and has shaped – my educational values. It is a truly comprehensive school, seeking to serve its local community. It is non-selective in the truest sense; there are no ability bands, selection tests or restrictions based on gender or religion. If you live nearby, if it is your local school, there is nothing to stop you coming here. It is part of a strong local authority working to ensure high standards through co-operation rather than competition.



When Hampstead School gets it right then there are no caveats, no 'yes buts'. Success is not based on a selective admissions criteria or top-down interventions from an academy chain. Success is sustainable, ethically sound and based on an unwavering commitment to equality of access. I can honestly say that I would not have applied for any other headship.

I am very excited about developing the school further and working with colleagues with differing strengths, but who all share an unwavering passion for education, and a commitment to improving the life chances of all our students.

If you are one of these talented people, we would love to hear from you.



Matthew Sadler
Head

The School and its Community

Hampstead School is a London Borough of Camden maintained comprehensive school with around 1300 students. The school, with an admission number of 210, is popular locally.

Founded in 1961 as a mixed comprehensive school, visitors often comment on the mutual respect which is evident between students and staff. This has been recognised; we are the first secondary school in London to be awarded the UNICEF “Rights Respecting School Award” at the highest level.

The diversity of our students is a strength of the school. Over 80% of students are of ethnic minority origin, with over 60 different languages spoken. Around half our students have English as an Additional Language, with a similar proportion eligible for the Pupil Premium.

Sections of the school have been rebuilt over the past few years as part of the Priority Schools Building Programme; our facilities are now world class.



Our Ethos

We expect staff and students to *Think Big, Work Hard* and *Be Kind*, principles underpinned by the value we place on ambition, critical thought, effort and compassion. This culture is fostered in an atmosphere where the quality of relationships is crucial; our motto, ‘*Learning Together, Achieving Together*’, is reflected in the interactions that take place between staff and students every day.

We are proud of what we achieve, never complacent and retain a genuine and positive determination to become exceptional in all areas. We relish our challenges, being fortunate in our committed and enthusiastic staff, all of whom work together for the benefit of our students. A sign of success is that, within a stable workforce, nearly all who leave do so for promotion. Consequently, this creates opportunities to appoint new colleagues with new ideas, enthusiasm, and moral purpose.

More about this role

Higher Level Teaching Assistants play a crucial role in ensuring our students with additional educational needs are supported across the school curriculum. The successful candidate will work closely with the Assistant Head (Inclusion & SEND) and Deputy SENDCo, class teachers, external agencies and parents/carers to provide a high quality, personalised and inclusive education experience.

One role is specific to the implementation and execution of the Assess-Plan-Do-Review process (APDR) which is fundamental to the Education Health Care Plan (EHCP) process. The successful candidate will be expected to fully understand the APDR process and how to implement interventions, record and cost provision, and support with the preparation of EHCP application documentation. The role involves working as part of a vibrant and supportive team helping to develop best practice within the Achievement Support Faculty.

Additional needs students are supported in a variety of ways; whole class, small group setting or one-to-one sessions. The successful candidates will apply a holistic approach to develop the students' academic and wellbeing needs when addressing the EHCP provision.



Matthew Sadler
Head

Safeguarding Children

The appointee has a responsibility for promoting and safeguarding the welfare of children and young persons they come into contact with. As such, they must adhere to and ensure compliance with the School's Safeguarding Policy and procedures at all times. If in the course of carrying out the duties of the post the appointee becomes aware of any actual or potential risk to the safety or welfare of children in the School, they must report any concerns to the Designated Safeguarding Lead (DSL) or Head.

Timeline of events for this post

Applications should be submitted no later than **23.59 on Thursday 10 July 2025**.

Interviews will be held w/c 14 July 2025. Early application is advised. Applications will be assessed in order of receipt, and interviews may occur at any stage after applications are received.



Job Profile: Higher Level Teaching Assistant (HLTA)

(Specific to the post of supporting with EHCP applications, maintenance and delivery of related interventions/tracking)

Hampstead School is committed to safeguarding & promoting the welfare of children & young people. All candidates must have strong working knowledge of safeguarding practices and be committed to safeguarding and promoting the welfare of children and young people

Direct Reporting	Assistant Head (Inclusion & SEND)/Deputy SENDCo
Line Management	N/A
Grade	SO1
Main Purpose	<ul style="list-style-type: none"> a. To provide support to students with Additional Needs and those with Education Health Care Plans (EHCPs) b. Lead on writing Assess-Plan-Do-Review documents in preparation for an EHCP application c. Liaise with parents and external agencies regarding outcomes on specialist reports d. Read and implement interventions/strategies as advised by external agency reports e. Liaise with TAs, delegating tasks and advising on interventions and resource use f. Take responsibility for a specific pre-EHCP caseload. g. To work with individual students, small groups and support in whole classes within an agreed system of supervision under the direction of the SENCO and Deputy SENDCO, reasonably adjusting tasks according to the students' needs h. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential i. To monitor and support the overall progress and development of students j. To contribute to raising standards of student attainment and to provide and monitor opportunities for personal and academic growth
Faculty Standard	Duties and responsibilities
Culture	<ul style="list-style-type: none"> a. Assist the Head of Faculty to ensure the provision of a range of activities that complement the school's strategic objectives. b. Foster positive relationships across the school community and contribute to maintaining a safe, orderly and inclusive environment. c. Contribute to a culture of high staff professionalism, including implementing the school policies and procedures. d. To play a full part in the life of the wider school community in implementing its vision, mission and ethos and support staff and students to do likewise, adhering to all school policies. e. Contribute to the wellbeing and safeguarding of all students
Operational & Strategic Planning	<ul style="list-style-type: none"> a. To assist in the development of appropriate resources and schemes of learning for one to one, pairs or small group learning situations b. Signpost students and family members to resources and local offers c. Maintain accurate records of key dates and interventions d. Liaise with specialists, disseminating advice and guidance as provided by them e. To make an effective contribution to the selection and preparation of SEND teaching resources that meet the diversity of students' needs and interests f. A degree of flexibility is expected to accommodate the CoP cycle, such as supporting with faculty literacy cover arrangements, events, visits, interventions g. Ensure the EHCP APRD process timelines are adhered to
Teaching	<ul style="list-style-type: none"> a. Engage with section F provision of the EHCP to ensure delivery of support reflects outcomes b. Support the training of staff on student need c. Collaborate with classroom teachers to ensure students are provided with clearly structured teaching and learning strategies to motivate students to advance their learning in line with their EHCP or SEND paperwork d. Supporting students to learn in a range of classroom settings, including working with individuals, small groups and whole classes e. Ensure a high quality learning experience for students, which meets internal and external quality standards. f. Use a variety of delivery methods, which stimulate learning appropriate to student needs, learning styles and demands of the subject. g. Maintain high expectations in punctuality, behaviour and standards of work.



Curriculum & Assessment	<ul style="list-style-type: none">a. To monitor and evaluate students' responses to learning tasks and modify approach accordinglyb. Contribute to annual review and APDR documents, setting appropriate targets and outcomesc. Where required, lead on an annual reviewd. Communicate regularly with the ASF Teachers to relay concerns regarding progress as outlined in the EHCP and statutory documentse. Providing support during GCSE and A Level examinations
Behaviour	<ul style="list-style-type: none">a. Sustain high expectations of behaviour for pupils, built upon relationships and routines, which are understood clearly all.b. Ensure high standards of pupil behaviour in accordance with the school's behaviour policy in a consistent, fair and respectful manner.c. Promote the school's anti-bullying or harassment strategiesd. Discuss with key stakeholders the range of specialist provision available to support inclusion, and where necessary organise service intervention to address need
SEND & EAL	<ul style="list-style-type: none">a. Provide clearly structured teaching and learning activities to motivate students to advance their learning in line with their EHCP or SEND paperworkb. Supporting students to learn in a range of classroom settings, including working with individuals, small groups and whole classesc. Maintain ambitious expectations for all pupils with SEND, EAL and additional needs
Professional development	<ul style="list-style-type: none">a. To take part in the school's staff development programme by participating in training and professional development.b. To take initiative and ownership for personal and professional development including subject knowledge and pedagogy.c. To actively and self-confidently engage in the Performance Management process.d. To maintain professional standards at all times, adhering to the staff policy.e. Engage with statutory guidance at all times (eg. Keeping Children Safe in Education)f. Contribute to enhancing teacher knowledge of SEND/Additional Needs
Organisational management	<ul style="list-style-type: none">a. Communicate effectively with the parents of students and external professionals as appropriate.b. Where appropriate, to communicate and co-operate with persons or bodies outside the school and in so doing, promote the school's ethos.c. Follow school policies related to communications.d. To maintain accurate and up-to-date information/recordse. Monitor academic outcomes for students
Pastoral Care & Welfare	<ul style="list-style-type: none">a. Ensure the protection and safety of pupils and staff through effective approaches to safeguarding as part of the duty of care.b. Promote the general progress and well-being of studentsc. Liaise with Pastoral Leaders and support with the implementation of the school's Pastoral System.d. Expect and encourage students' full attendance to all lessons and their full participation in school life.e. Liaise with key stakeholders to facilitate support
Quality Assurance	<ul style="list-style-type: none">a. To ensure the effective operation of quality assurance systemsb. To establish and follow standard operating proceduresc. To develop strategies which contribute to the school's behaviour policy• To maintain accurate record keeping and tracking systems

The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities reasonably assigned to them by Senior Management.

This job description may be amended at any time in consultation with the post holder, Governing Body and/or Senior Management as required. Trade union representation will be welcomed in any such discussions.

The post holder is required to make positive efforts to maintain their own personal safety and that of others by taking reasonable care, carrying out requirements of the law, and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Person Specification: Higher Level Teaching Assistant (HLTA)

Criteria		Essential	Desirable
Values and disposition	The ability to <i>Think Big, Work Hard</i> and <i>Be Kind</i> – and foster this in others	•	
	A commitment to an ambitious, inclusive, comprehensive education	•	
	High expectations and a relentless focus on improvement	•	
	A positive, proactive, creative, solutions-focused approach	•	
	A team player who recognises the importance of a collegiate ethos	•	
	Reflective, self-aware, and keen to listen and understand	•	
	A commitment to supporting wellbeing and work-life balance	•	
	A commitment to developing and maintaining knowledge specific to this area of need	•	
Experience	Ability to work 1:1 with students and small groups	•	
	Experience of identify learning needs and implementing relevant proven interventions	•	
	A thorough understanding of the EHCP APDR application process	•	
	Ability to support the faculty with Literacy cover arrangements	•	
	Evidence of delivering specific schemes of learning and understanding how to adapt materials and approaches to meet student need	•	
	Experience of strategies to promote inclusion and positive behaviour	•	
	Experience in more than one school		•
Knowledge and skills	Knowledge of the SEND Code of Practice	•	
	Ability to engage with, analyse and act on data	•	
	Strong organisational skills, record keeping skills and ICT skills	•	
	Ability to inform staff of student need through strong verbal and written communication skills	•	
	Knowledge of how students learn and the range of strategies which need to be applied to facilitate effective learning	•	
	Conversant knowledge of issues pertinent to Special Needs	•	
	Conversant in the use of SIMS/PARS/Satchel One/Microsoft Teams	•	
	Ability to interpret EHCP and specialist content with a view to maximising outcomes through efficient delivery of recommendations	•	
	Ability to maintain robust SEND paperwork	•	
	Knowledge of support structures in school and wider community/who to liaise and coordinate with to implement support	•	
Equality, Diversity and Inclusion	Awareness of the equality, diversity and inclusion agenda	•	
	A commitment to ensuring student individual needs are addressed	•	
Qualifications	Educated to degree level		•
	HLTA Qualification		•
	Willingness to undertake a HLTA qualification if not already achieved	•	
	Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths	•	
	Additional training in understanding impact of Adverse Childhood Experiences		•
	Successful experience at a school, college or specialist setting	•	
	Legally entitled to work in the UK	•	
	Safeguarding training and good understanding of DfE guidance on Resilience and Risk Factors.	•	
	Excellent record of punctuality & attendance	•	



HAMPSTEAD SCHOOL
Learning together Achieving together

What Ofsted say about Hampstead School

Hampstead School welcomed Ofsted inspectors in April 2023. Hampstead School continues to be an 'Ofsted good' school, and we are very proud of the many positives highlighted in their report.

Curriculum

'Leaders have thought carefully about the design of the curriculum. They have made sure that this curriculum is ambitious and broad.'

SEND

'Pupils with SEND access the same ambitious curriculum as their peers, and they achieve well.'

Personal Development

'Leaders have thought carefully about the provision for pupils' wider development including for students in the sixth form.'

Relationships

'Staff feel valued and are proud to work in the school.'

Behaviour

'Leaders have high expectations of pupils' behaviour.'

Reading

'Leaders have made reading a priority.'



Transport

Our location, minutes from Cricklewood Station and only a short distance from Brondesbury, Kilburn and West Hampstead, means the Thameslink, London Overground and Jubilee Line offer staff the benefit of Inner-London weighting, but the flexibility of where they choose to live.

We recommend that candidates invited for interview travel to the school via public transport. If a candidate is invited for interview and requires parking for reasons such as mobility issues, we advise that the HR team are alerted about this requirement when interview attendance is confirmed.

Car parking at Hampstead School is limited. To ensure fairness, we operate a permit application process that allows contracted staff to apply for a parking space based on need. Outside of allocated permit spaces, there are some “first come, first served” spaces.

What can Hampstead School offer you?

Our employee package includes personalised training, a comprehensive package for ECTs starting a career in teaching, placement on leadership programmes for middle leaders, financial and professional support for MA degree programmes and National Professional Qualifications, and engagement in the wider programmes offered by Camden Learning.

We are keen to ensure a positive life-work balance. Staff are granted time-off for a range of personal days as well as access to a free 24-hour employee assistance package and annual flu jabs. We were the first school in London to achieve the Optimus Wellbeing Award for Schools and a staff working group continues to drive this important work forward.

Benefits include, but are not limited to:

- 15% PPA time for all teaching staff
- In-house professional development programme
- TOIL days in recognition of twilight CPD
- Bespoke leadership development pathways
- Employee Assistance Programme
- Cycle to work scheme
- Eye test vouchers
- Annual flu jab
- Discretionary annual wellbeing allocation designed to aid employees with their mental health (e.g. to attend important personal events like nativity plays, social or sporting events, etc).