



KEBLE PREP

Educating boys and girls aged 3 - 13

# Higher Level Teaching Assistant Candidate Information Pack



# INTRODUCTION

“Children make excellent progress in communication, language and literacy”

- ISI inspection, June 2025

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We are seeking a Higher Level Teaching Assistant to work across the school to plan and deliver individual and small group interventions for pupils with individual needs. This will involve working with the SENCo and teachers to ensure that provision is implemented and to improve outcomes for pupils.

Closing date for applications: 9.00am on Tuesday 21 April 2026.

Interviews to be held during the week beginning 27 April 2026.

The School reserves the right to interview candidates ahead of the closing date and applications will be considered as they are received.

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## Key facts about the role:

### Salary

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### Hours

FULL TIME - 8AM -4PM

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### Contract type

PERMANENT

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### Reporting Manager

MOYA WRIGHT

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### A part of

MILL HILL EDUCATION GROUP

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# THE SCHOOL

## Keble Prep

Keble provides an excellent all-round education, combining high academic standards with opportunities for children to achieve in Sport, Music, Drama and a broad extra-curricular programme. An education that develops the abilities and enthusiasm of every child. At Keble, each student is encouraged to think independently, to be continuously inquisitive and reflective. Each individual pupil is valued and encouraged to uncover and nurture their talents, whilst celebrating their achievements.

## A part of the Mill Hill Education Group

A charitable collection of independent schools. Its aims of instilling values and inspiring minds has been a key focus since the founding of Mill Hill School in 1807. All schools share an educational philosophy around developing thoughtful and responsible pupils with a global outlook. School life combines academic rigour with a breadth of opportunities to develop young people able to flourish in an ever-changing world.



# JOB DESCRIPTION

## SUPPORTING PUPILS

- Provide learning opportunities and activities tailored to meet the pupil's need, supporting them to access the curriculum
- Build a positive relationship with pupils, promoting high self-esteem, independence and social inclusion
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy
- Assist with the development and delivery of individual education, support and care plans
- Support pupils with their social, emotional and mental health needs, including during unstructured parts of the school day

## TEACHING AND LEARNING

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Plan and teach a range of intervention activities to improve outcomes for pupils with individual needs to narrow gaps in pupils learning
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher and SENCo
- Use ICT skills to advance pupils' learning

## PLANNING

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Working with staff, parents/carers and relevant professionals
- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher and SENCo
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues



## **SAFEGUARDING**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

## **PROFESSIONAL DEVELOPMENT**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Be reflective and take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school



# PERSON SPECIFICATION

## QUALIFICATIONS AND TRAINING

- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
- Desirable - Qualified Teacher Status

## EXPERIENCE

- Experience working in a school environment
- Experience working with children / young people with special educational needs (SEN)
- Experience planning and delivering learning activities

## SKILLS AND KNOWLEDGE

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills
- Ability to work as part of a team and to be flexible in their approach to daily routines
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children

- Good ICT skills, particularly in using ICT to support learning
- Knowledge of the National Curriculum
- Knowledge of effective teaching and learning strategies
- A good understanding of how children learn
- Ability to adapt teaching to meet pupils' needs
- Knowledge of guidance and requirements around safeguarding children
- Knowledge of effective behaviour management strategies

## PERSONAL QUALITIES

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Capacity to inspire, motivate and challenge children and young people
- High expectations for children's attainment and progress



# HOW TO APPLY

- 1 If you would like to apply for this role, please complete an application using the Apply button below.

## APPLY

- 2 Our Guidance Notes for Applicants can also be found on the portal. Please complete the application by **9.00am on Tuesday 21 April 2026**.

Please note that we are unable to accept applications unless they are made on our own application form. Due to the number of applications the School receives, please be aware that only shortlisted candidates will be contacted to be invited for an interview.

The Mill Hill Education Group reserves the right to interview candidates ahead of the closing date and applications will be considered as they are received.

The Mill Hill Education Group is committed to safeguarding the welfare of children. As part of our Recruitment Checks, the appointed candidate will be subject to a Social Media and Enhanced DBS Check.

The schools apply for an Enhanced Disclosure from the Disclosure and Barring Service (DBS) for all positions at the schools which amount to regulated activity. The role you are applying for meets the legal definition of regulated activity with children.

If you are successful in your application you will be required to complete a DBS Disclosure Application Form. Employment with the schools is conditional upon the schools being satisfied with the result of the Enhanced DBS Disclosure. Any criminal records information that is disclosed to the schools will be handled in accordance with any guidance and/or code of practice published by the DBS. It is an offence for person barred from working with children to apply for this post.

The Mill Hill Education Group is committed to Equal Opportunities and welcomes applications from all sections of the community.

Successful applicants will also be expected to keep up to date with annual safeguarding training, DfE guidance and School specific safeguarding information.



**Keble Prep.** A part of the Mill Hill Education Group.



We offer a happy space, a growing space and a learning space.




**Keble Prep**

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