



William Hulme's Grammar School

The best in everyone™

Part of United Learning



Candidate Pack

Higher Level Teaching Assistant (Primary Phase)
(Full Time, fixed term contract to cover a maternity leave - commencing September 2025)



United Learning
The best in everyone™



Overview of the Role

Thank you very much for your interest in the position of Higher Level Teaching Assistant (HLTA) at William Hulme's Grammar School (WHGS), Primary Phase. We are seeking to appoint a dedicated, caring, and enthusiastic individual to play a key role in supporting teaching and learning across the school. This will be a fixed term contract to cover a maternity leave.

The successful candidate will hold a Level 4 teaching assistant qualification and have GCSEs in English Language and Mathematics at grades A–C / 9–4 (or equivalent). This role involves supporting pupils, teachers, and the wider school community by applying advanced knowledge and skills to assist in the planning, delivery, monitoring, and assessment of learning. The HLTA will also be responsible for leading lessons to cover teacher PPA time. Excellent communication skills, a professional and supportive approach, and the ability to build positive relationships with pupils, colleagues, and parents are essential for this role.

Why work for us?

William Hulme's Grammar School is the most over-subscribed school in Manchester and one of the most successful comprehensive schools in the country. WHGS is an all-through (3-18) Academy of over 1600 pupils with a wide range of abilities, ethnicities and backgrounds.

WHGS is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resources, helping to simplify work processes and manage workloads for an improved work-life balance.

As a part of United Learning, our academy benefits from shared resources, experiences, working practices and CPD opportunities that are second to none. This affords further opportunities for staff to provide a vital contribution in our pursuit to deliver the highest standards of educational excellence.

More pay:

- We pay an average of 5% above national scales – the best rates of pay in the sector.
- Cash towards medical treatment.
- Generous staff discount scheme.

More time:

- Three extra INSET days for planning.
- At least one personal day off a year.

More support:

- Great training for your career.
- Exceptional curriculum resources.
- Expert subject advice.
- Support for your wellbeing.



“Teachers use their strong subject knowledge to prepare interesting and engaging lessons” Ofsted, 2019



Our Framework for Excellence

United Learning Schools prioritise 5 key principles which represent our approach to education which lead to excellence when exemplified in the right way.



The Best from Everyone

Our aim is to bring out the best in everyone. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

Powerful Knowledge

Education with Character

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

Leadership in Every Role

Continuous Improvement

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



Our Mission

Our mission is to establish William Hulme's Grammar School as the most popular and successful state school in the country, preparing our community for the future. We are working closely with parents and the wider community in our bid to achieve this ambitious aim of WHGS being:

- A great place to learn.
- A great place to work.
- A great place to grow and flourish.
- A great place to contribute to the wider community.

Our Values

Ambition Charter

I will:

1. Show **pride** in everything I do.
2. Be **enthusiastic** and say 'yes' to opportunities that come my way.
3. Show **resilience** by adapting to overcome obstacles.
4. Show **determination**, embracing failure and learning from my mistakes.
5. **Challenge** myself and step out of my comfort zone.

Compassion Charter

I will:

1. Be **kind** to everyone, including myself.
2. Be **inclusive**, understand, celebrate and embrace diversity.
3. Show **empathy**, by being open to others' point of view.
4. **Challenge** behaviour that I feel is unkind or morally wrong.
5. Be **generous** and help others within the school and local community.

Respect Charter

I will:

1. **Speak** with respect.
2. Respect the **school environment**.
3. **Behave** with respect.
4. Respect **other students' learning**.
5. Respect **my own learning**.



“Leaders have an unwavering commitment to pupils’ wider personal development” Ofsted, 2019





JOB DESCRIPTION

Higher Level Teaching Assistant (Primary Phase)

Department (Faculty):	Primary Phase
Directly Reporting to:	Vice Principal (Primary Phase)
Indirectly Reporting to:	Head of School (Primary)
Context / Scope of Role:	Full time, term time only, Primary Phase only role
Purpose of Job/Role:	To support pupils, teachers, and the wider school community by contributing to the planning, delivery, and assessment of learning to help raise achievement. You will also be responsible for leading whole-class lessons to cover teacher PPA time and supporting the overall development of pupils
Line Management Responsibilities:	None
Contacts & Working Relationships:	Primary Phase staff, pupils and parents
Job Family:	Teaching and Learning
Band:	Professional (P) 3
Salary Range:	United Learning Support Staff Pay Scale, £28,855 - £41,273 Full Time Equivalent, depending on qualifications and previous experience. This is an actual salary for Term Time only of (£24,898 to £35,614) per annum.

Roles and Responsibilities

Key Responsibilities as Primary Phase Higher Level Teaching Assistant

1. Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including lesson planning, evaluating and adjusting lessons/work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Within an agreed system of supervision and within a pre-determined lesson timetable, teach whole classes. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
4. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
5. In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
6. Organise and safely manage the appropriate learning environment and resources.
7. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
8. Monitor pupils' participation and progress and provide in the moment feedback to pupils in relation to their progress and achievement within lessons or through marking.



9. Monitor pupil achievements, address problem areas wherever possible or refer to the teacher so that relevant interventions can be put in place.
Use assessment strategies to improve learning.
10. Assist in the implementation of ADPR targets for individual pupils and help monitor their progress, including attending relevant meetings such as statutory reviews.
11. Provide support for individual pupils inside and outside the classroom to enable them to fully participate in activities.
12. Assist class teachers with maintaining student records, including observations and assessments. Support teaching staff with reporting pupils' progress and achievements at parents meetings.
13. Support pupils with emotional or behavioural problems and help develop their social skills.
14. Support with the creation and upkeep of school learning environments.

Other Duties

1. Support the aims and ethos of the school.
2. Support the implementation of school policies and procedures.
3. Be proactive in matters relating to health and safety and child protection and safeguarding including the completion of EduCare modules as required.
4. Set a good example in terms of dress, punctuality and attendance.
5. To work as part of the team, liaising, advising and consulting where appropriate.
6. Attend relevant Team/Departmental, Staff Meetings and Inset as required.
7. To participate in the school's PDR process.
8. To identify personal training needs and to attend appropriate internal and external in-service training.
9. To carry out Duties as part of the Duty Rota.
10. To assist at school functions and with extra-curricular activities.
11. To perform such other duties as may be required by the Principal or Senior Leadership Team.
12. To carry out all other reasonable duties in line with this position as requested by the Principal.

Job Description Review

This job description will be reviewed as and when necessary, in accordance with the needs of the academy.

Date of Last Review: April 2025

Reviewed by: L S Dalton, Head of School (Primary Phase)



PERSON SPECIFICATION

Higher Level Teaching Assistant (Primary Phase)

Requirement	Essential/ Desirable	Method of Assessment
Qualifications		
Minimum of A-C (9-4) GCSE Maths and English – high grades preferred	E	Application Form Certificate Check
Level 4 Teaching Assistant Qualification	E	
Relevant full-time further and/or higher education qualification	D	
Be committed to own professional development.	D	
Experience		
At least three years' experience in supporting children's learning.	E	Application Form Interview Process
Confidence to work in a range of settings with pupils of all ages and abilities.	E	
Good understanding of key SEN issues eg. code of practice, disability rights.	D	
Experience of working with children with SEN.	D	
Knowledge and Skills		
Organisational ability and attention to detail	E	Application Form Interview Process
Ability to prioritise tasks when under pressure	E	
Keyboard skills and computer literacy (Word, Excel, Outlook)	E	
Organisational ability and attention to detail	E	
Knowledge of Primary curriculum	D	
Previous use of Arbor/SIMS or similar MIS	D	
Awareness of Child Protection issues and procedures	D	
Personal Competencies and Qualities		
Ability to work well within a supportive teamwork structure	E	Application Form Interview Process References
Ability to take instruction, but be prepared to take initiative when required	E	
Have natural authority	E	
Demonstrate creativity and imagination showing an ability to adapt teaching styles to the needs of pupils	E	
Sound verbal and written communication skills	E	
Resilience	E	
Motivation and Expectations		
Ability to maintain consistently high standards and expectations.	E	Application Form Interview Process
Ability to organise and manage work life balance of self and others.	E	



TERMS AND CONDITIONS

Higher Level Teaching Assistant (Primary Phase)

The Higher Level Teaching Assistant (Primary Phase) will work under the direction of the Vice Principal (Primary Phase) at the school's premises on Spring Bridge Road.

Hours of Work

This is a fixed term contract to cover a maternity leave and is full time, (37.5 hours per week, excluding lunches), term time only, including attendance at all Inset and Planning Days. Your normal working pattern will be Monday - Friday 8.00 am until 4.00 pm, but may be varied on occasion as agreed with your Line Manager. Very occasional overtime may be required for which payment will be paid. The contract will end when the member of staff returns from maternity leave.

Job Family, Pay Band and Salary

The role is part of the Teaching and Learning Job Family and is placed in Pay Band 3 (Professional) on the United Learning Support Staff Pay Scale and has a Pay Range commencing at £28,855 per annum Full Time Equivalent (**£24,898 Actual**) to £41,273 FTE (**£35,614 Actual**), depending on qualifications and previous experience.

Holidays / Annual Leave

Twenty-six days paid annual leave (taken during school holidays) plus the statutory English public holidays per annum (pro rata).

Pension

The Higher Level Teaching Assistant (Primary Phase) will be enrolled automatically into the Local Government Pension Scheme (LGPS) run by Greater Manchester Pension Fund (GMPF). You have the option to opt out of this scheme after enrolment if you wish. For further details you can access the GMPF website (www.gmpf.org.uk).

Rewards and Benefits

- United Learning has teamed up with Westfield Health to offer employees over 250 exclusive benefits, all through their easy-to-access platform and mobile app. Featuring a huge range of perks, from discounted cinema tickets and holidays to money off meals out at restaurants and savings on food, gym memberships, technology and clothes shopping. We also offer salary sacrifice schemes such Cycle to Work, Car Lease and Gymflex - which offer tax and NI savings.
- All staff on a permanent or fixed term contract with 6+ months service are eligible for the health cash plan provided by Westfield Health. This enables staff to claim money back towards the cost of essential healthcare, as a result of trips to the optician, dentist or physiotherapist, up to annual limits. It also includes the ability to book same day virtual GP appointments.

Preconditions including Disclosure of Criminal Background

Any offer of employment will be subject to satisfactory outcomes of:

- Confirmation of suitability to work with children (Enhanced DBS check)
- Two professional references
- Proof of identity and eligibility to work in the UK
- An overseas check, if applicable
- Confirmation of your qualifications
- Prohibition Order Check and Prohibition from Management Check (if applicable)
- Completion of a Disqualification declaration
- Pre-employment Medical Check



How to Apply

Please apply through the William Hulme's Grammar School website:

<https://www.whgs-academy.org/work-for-us/vacancies>

We are working hard to become a more diverse organisation – which is key to our commitment to bringing out the best in everyone. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole.

We always appoint on merit. We are open to discussing flexible working options.

The school is fully committed to the safeguarding of children and all staff will be subject to an enhanced DBS disclosure and full child protection/safeguarding training. United Learning is an equal opportunities employer.

Closing Date	Sunday 8 June 2025 at 11.59 pm
Interviews	Friday 13 June 2025
Start Date	1 September 2025

