



www.oxtedschool.org

Higher Level Teaching Assistant

May 2025

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WELCOME FROM THE PRINCIPAL

Dear Candidate

Thank you for your interest in the position of Higher Level Teaching Assistant at Oxted School.

Oxted School is a large, vibrant, and successful with over 1700 students aged 11-18 on roll. Founded in 1929, Oxted School is strongly rooted in the local community, a community that we are so proud to serve. We are Ofsted rated 'Good'. The school is part of The Howard Partnership Trust (THPT).

Oxted School is on a rapid and ambitious journey, and I am looking for someone with the personal drive and determination to help me fulfil the school's full potential. You will be an experienced and successful leader with an appetite to take full advantage of the opportunities ahead. We have the highest of aspirations for every member of school and you will help me meet these aspirations.

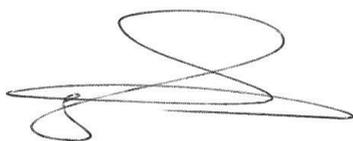
Excellent teaching, a strong pastoral system, high quality support and guidance where staff go the extra distance for students, and an extensive range of additional learning opportunities to ensure that the needs of every student are met, is our goal. With your leadership and determination, you will work with me to meet Oxted School's vision for the future and further accelerate our progress.

Developing our staff and their wellbeing is also a high priority, so we provide a well-resourced environment where staff are supportive of each other and work collaboratively. Staff CPD and development is important in our school, and we take our responsibility to develop our staff seriously.

We hope you will find the information in this pack interesting and informative.

If you feel you have the energy and passion to fulfil this role, I look forward to receiving your application.

Yours faithfully,



Maurice Devenney
Principal
#teamOxted





OUR TRUST

About THPT

The Howard Partnership Trust is a growing family of 13 schools in the South East of England. Our family includes Primary, Secondary and Special Schools and welcomes any school that shares our values and commitment to Bringing out the Best in each and every one of our children and young people.

Our Trust has a proud history of improving and sustaining schools at all stages of their development journey including Outstanding schools and those who were in Special Measures. To do this we work in deep collaboration and partnership across our schools to share expertise and enable the highest quality education for every child.

Driven by our six shared values, we are future focused, knowing that we strive for the best for every child, expanding their life chances and choices from the moment they join us. We use the wealth and diversity of experience across our different settings to benefit all within the Trust, sharing and extending good practice to support our continual improvement and secure excellence in education in all of our schools and beyond.

Like the children in them, our schools are unique, and our Principals and staff have the independence to make key decisions to support them in the best ways. We believe our schools have a crucial role to play as community anchors as well as providers of education for the here and now.

If you share our outlook and passions, we hope you find the information here you need to make an informed application.



OUR SCHOOL

Our School

Oxted School is a comprehensive school for students aged between 11 and 18. The school is popular in the local community and has a growing Sixth Form. Our school is a welcoming environment, which, paired with our high standards, delivers an improving education for our students. Our buildings range from a traditional main block to much more recent developments that contain specialist science labs, sports hall, dance and drama studios, music rooms and STEM workshops. The student body in our school is truly diverse, both in heritage and educational starting point.

The school is a short walk from Oxted station. London Bridge and London Victoria are approximately a 30-minute journey by train. The school is also within easy commuting range of South London and Surrey.

#teamOxted Mission Statement

We want to broaden the horizons of our students and staff through the provision of a world-class education filled with opportunity. We fulfil this ambition through our mission statement:

- A highly successful School, that is proud to be at the centre of our community.
- A kind, safe and inclusive School that values each team member.
- A learning environment where staff and students thrive.
- A fearless commitment to bringing out the best in each other.

We are unashamedly aspirational for our students and aim to equip them with the knowledge, skills and dispositions they need to be successful, both academically and in their wider lives

There is a culture of celebration established and reinforced by regular rewards and recognition of students' achievements.

#teamOxted Culture

Working at Oxted School means becoming a member of #teamOxted. At its core this team creates a culture of:

- High expectation and aspiration for all.
- Collaboration and teamwork #teamOxted
- Organisation and overcommunication of routines.
- Consistency with cohesion.
- Simple and focused approach.
- Advantaging our disadvantaged.
- Assessment, not assumption.
- Always learning.

#teamOxted Values

We have a shared set of values for both our staff and students. We want these values to be lived, not laminated so every member of #teamOxted is aware of the traits and behaviours we prize:

- Respect
- Responsibility
- Resilience
- Reflection



OUR COMMITMENT TO YOU

When you apply to join our Trust, it is important that you have the opportunity to learn about who we are and why we are so passionate about the partnerships we have across our schools.

These partnerships support how we come together to make a real difference and improve educational outcomes for our children and young people.

We want every candidate to have an informed, engaging, and positive experience, through the application and selection process and we have set out our commitment to all candidates in this charter. Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development.

OUR COMMITMENT TO YOU

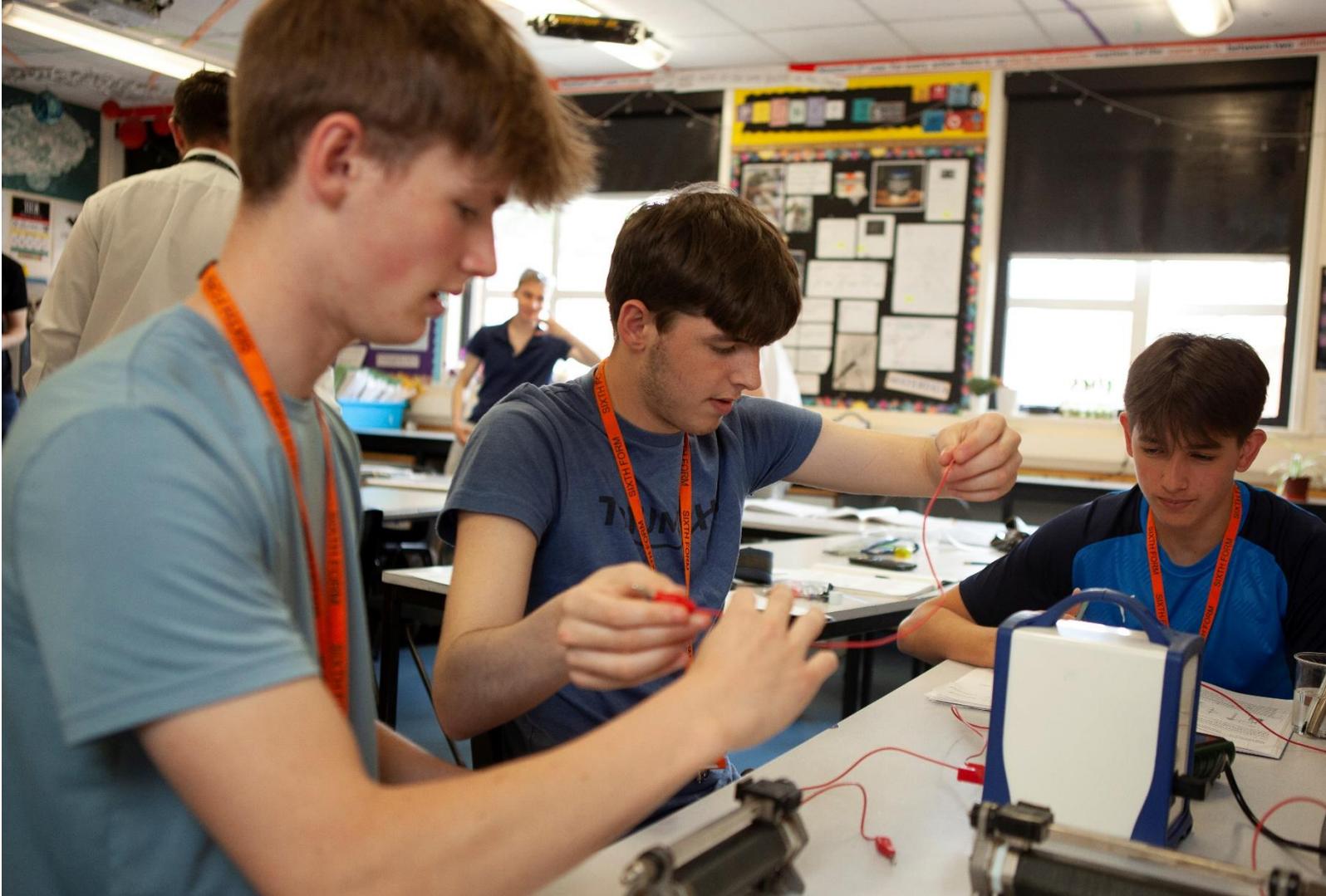
- Transparency – we will treat you with respect, honesty, and fairness.
- Protecting your privacy – we will ensure your information is secure and handled sensitively.
- Understanding – we will ensure you are given everything you need to make informed decisions.
- Showcasing talent – we will provide a good opportunity for you to share your skills, experience and potential.
- Feedback – we will provide constructive feedback professionally and promptly.
- Listening – we welcome feedback and will act on what you have to share.
- Inclusivity – our recruitment decisions align with our commitment to create a high quality, diverse workforce.

WE WILL ALWAYS

- Provide you with clear, accurate and timely information.
- Give you the opportunity to ask questions – and we will ensure you get the answers you need.
- Respond to enquiries promptly and usually within 48 hours.
- Adopt a fair and consistent assessment process.
- Make sure you have all the documentation and details you need for an interview in advance.
- Provide you with real insight about what it's like to be part of our team.
- Ensure all offers are fair and equitable.
- Seek feedback on your experience at every opportunity, so we can continue to improve.

IN RETURN WE ASK THAT YOU

- Be honest and upfront about your experience, aspirations, and motivations.
- Provide open and accurate information when submitting an application.
- Always give yourself the best opportunity to succeed – research who we are and how we work.
- Let us know if situations change in relation to your interest – and help us understand why.



THE OPPORTUNITY

The Role

This role will offer the successful candidate exciting opportunities to work as part of a dynamic team and to be part of the driving force behind the evolution of our school in an outstanding 21st century learning environment, as part of a team dedicated to delivering excellent learning.

We have high expectations in all we do and believe that all our students can be the best in the world at whatever they decide to pursue, through hard work, determination, leadership and compassion.

The Person

We need someone who is a motivated, energetic, self-starter; a team player with bundles of enthusiasm, a good sense of humour and a passion for working with young people in a busy and thriving school environment.

Key information on the department and our curriculum can be found in our school website: www.oxtedschool.org

JOB DESCRIPTION

Salary Scale	Partnership Grade 6 £29,787 - £32,406pa (FTE) £25,500 - £27,742pa (pro-rata) 36 hours per week / 39 weeks per year (term-time)
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Job Family Code	6CLES	Role Title	Higher Level Teaching Assistant
Grade	P6	Reports to (role title)	Deputy SENCo
JE Band	192-227	School	The Howard Partnership Trust
		Date Role Profile created	February 2020

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>This individual will support identified students with special educational needs and/or disabilities to enable them to access the curriculum. The postholder will plan and run small group English withdrawal groups and will line manage the Learning Support Assistants.</p> <p>An outline of responsibilities, specific to HLTA's alongside the Representative Accountabilities.</p> <p>Support Delivery</p> <ul style="list-style-type: none"> Supporting students with reading comprehension, writing skills, and grammar. Preparing materials for literary analysis, creative writing, and exam preparation. Supporting students with special educational needs, including those with dyslexia or other learning difficulties Contributing to the assessment of student work, providing feedback, and tracking progress. <p>Planning and Organising</p> <ul style="list-style-type: none"> To prepare, maintain, use and improve all resources required to meet the lesson plans/learning activities. To plan, administer Assess/Plan/Do/Review cycles for selected SEND pupils
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	<ul style="list-style-type: none"> To participate and contribute to Annual Reviews by providing feedback <p>Work with Others</p> <ul style="list-style-type: none"> To provide advice and support for teachers in respect of the learning needs and appropriateness of approach for pupils with learning needs such as dyslexia. To support pupils within the mainstream classroom to enable them to access and respond to the curriculum, with a focus on literacy, (supporting reading, writing, communication and the presentation and organisation of work) in partnership with the subject teacher. Communicating and consulting with the parents/carers of pupils. Supporting the role of parents/carers in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. To contribute to the extra-curricular commitment within the SEND team To support enrichment and extra-curricular activities as required.
<p>THPT Work Context and Generic Responsibilities</p>	<p>Maintain confidentiality in and outside of the workplace. Be pro-active in matters relating to health and safety and report accidents as required.</p> <p>Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and attendance.</p> <p>Uphold and support the School's Policies and procedures on the Safeguarding of young people.</p>
<p>Line management responsibility if applicable</p>	<p>Learning Support Assistants</p>
<p>Budget responsibility if applicable</p>	<p>N/A</p>
<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p><u>Support delivery</u></p> <ul style="list-style-type: none"> Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, maintaining supplies of materials and equipment. Assist with the delivery of relevant schemes of work, delivery and assessment. Deliver a range of learning support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. May carry out personal care routines as appropriate. <p><u>Planning & Organising</u></p> <ul style="list-style-type: none"> Support more senior staff in classroom management and behaviour techniques. Plan and deliver specified work to individual pupils, groups and the whole class.

	<p><u>Policy and Compliance</u></p> <ul style="list-style-type: none"> • Adhere to established standards of service delivery to support any associated regulatory or technical compliance requirements. <p><u>Work with others</u></p> <ul style="list-style-type: none"> • Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • May be required to assist in the recruitment, selection and supervision processes, to ensure high standards of team delivery. • Contribute to and influence children's learning and personal development. <p><u>Resources</u></p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income. <p><u>Analysis, Reporting & Documentation</u></p> <ul style="list-style-type: none"> • Provide and manipulate data for statistical and other report and run and present standard reports. • Assist with regular assessment of performance of schemes and initiatives through the use of feedback, surveys and management information. • Prepare and despatch a range of correspondence / documents connected with the defined area of activity. <p><u>Duties for all</u></p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning:</p> <p>To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Minimum 5 GCSEs at Grade C or above (including English & Maths), or equivalent, or able to evidence ability at an equivalent level. • Understanding of Health and Safety requirements.

	<ul style="list-style-type: none"> • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Good written and oral communication skills with the ability to build sound relationships with customers. • Require a technical/professional qualification related to the role. e.g. HLTA status, NNEB, or other relevant qualifications at level 2 or 3. • Competent in a range of IT tools. • Ability to work with others to improve customer service. • Good administrative, analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • Ability to guide and support less experienced or more junior colleagues. • Typically, previous relevant work experience in a similar service environment. • Some roles may require work out of office hours and physical effort.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p><u>Values and Behaviours</u></p> <p>We are a values-based organisation and seek to recruit individuals who can demonstrate our values.</p> <p>Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.</p> <p>Our values are:</p> <p>Integrity - displaying honesty and having strong moral principles</p> <p>Partnership - working together and taking collective ownership to achieve the same goals</p> <p>Advocacy - working hard on behalf of others to maximise their success</p> <p>Resilience - finding success again after something difficult or negative has happened</p> <p>Compassion - displaying empathy towards and a desire to help others</p> <p>Aspiration - aiming high to achieve success</p> <p><u>SAFEGUARDING AND FURTHER INFORMATION</u></p> <p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).</p> <p>The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p> <p>Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions,</p>

	<p>bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.</p>
<p>Role Summary</p>	<p>Roles at this level typically provide a practical support as part of a team. They will carry out a range of practical activities using knowledge of professional standards values and practice, together with a broad understanding of learning strategies. The work is within established processes and procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day or week-to-week timescales, usually reacting to clear deadlines or processes. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in all the procedures of their specialism. They may be involved in guiding/supervising the work of more junior staff.</p>

APPLICATION PROCESS

Application Process

All applications should be submitted no later than **12pm, Monday 2 June 2025**.

We reserve the right to interview before the closing date, so an early application is advised.

Interviews

Interviews will take place week commencing 9 June 2025. Please note interviews may take place earlier than the closing date. Early applications are encouraged.

Notification & Feedback

Candidates who have been called to interviews will be notified as soon as possible. Please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

Safeguarding and Further Information

The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Data Protection

All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.

The Howard Partnership Trust welcomes applications from all, irrespective of gender, marital status, disability, race, age or sexual orientation.

All applicants must be able to provide evidence of their Right to Work in the UK prior to commencement of employment. As part of our need to comply with UK immigration rules, you will be required to provide Home Office stipulated documentation prior to interview.

