RECRUITMENT PACK
Crossley Hall Academy

Higher Level Teaching Assistant



Our Trust



I am proud to welcome you to Impact Education. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale, Kirklees and Bradford, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality and inclusive education that impacts positively our young people. We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share, and learn from each other and the wider system through agile professional learning communities. They have access to high-quality professional development through our **Institute of Learning**. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected, and happy in their work.

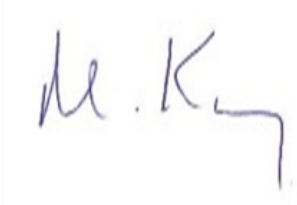
Our **values** of **Heart**, **Mind** and **Connect** underpin everything we do, and our **core principles** articulate how we will live these out across our Academies.

We have entered an important phase of our continued development having undertaken the process of merging with Pennine Academies Yorkshire, who share a strong commitment to inclusive, high-quality education, particularly for disadvantaged pupils and those with special educational needs.

This partnership has created one of the largest non-faith Trusts in West Yorkshire, with 18 academies, 8,200 pupils, and over 1,200 staff. Rooted in shared values of inclusivity, collaboration, and excellence, this is a natural partnership and an exciting time to be joining our Trust.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,



Mick Kay
Chief Executive Officer

Benefits of Joining

All colleagues receive a planned induction to ensure the best start possible. We are also very proud of the professional learning opportunities across our Trust which are part of our Canopy offering. Canopy means professional learning for everybody across Impact Trust – whatever your school, whatever your role and whatever your interest. A place which inspires us all to grow and develop and pushes us all to be our professional best. These opportunities vary from ITT Training, NPQ's, HLTA, SEND TA, Wellbeing Champion Apprenticeships and many more. Early Career teachers are supported through a range of networks and have access to fully trained mentors and coaching opportunities.

Colleague Voice and wellbeing is really important to us. Colleagues new to the Trust will be able to access a range of benefits outlined below. We also complete an annual Trust listening survey and our Colleague Ambassadors support the development of action plans to help us work towards our goal of being a Great Place to Work.

In addition, we offer the following incentives:

- Salary Sacrifice Car Scheme
- Cycle to Work Scheme
- Employee Assistant Programme (Including health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members

For further information about Impact Education MAT, please visit our website:
www.i-mat.org.uk

Crossley Hall Academy

Let us tell you more about our amazing school! We are a thriving, energetic and vibrant three-form entry primary school, situated in the Fairweather Green area of Bradford. Our school stretches across three buildings, a mixture of traditional and modern. Our team of dedicated teachers bring our curriculum to life, in line with our school values of inclusion, aspiration and happiness.
To us these values mean:

- **Aspiration** – being full of hope for something better and working hard to make it happen.
- **Inclusion** – we value diversity; everyone feels safe and has a sense of belonging.
- **Happiness** – being curious, being respectful and having confidence = happiness

Reading, writing and maths are taught using evidence-based principles such as 'White Rose Maths' and Read Write Inc. Our approach to teaching the wider curriculum uses our 'Bradford roots' as the underpinning starting point. We complement our classroom-based learning with lots of additional experiences to promote both academic achievement and wellbeing. Every year, each year group has the opportunity to visit three or more places to enhance their learning experiences. We believe all our children are included in all external visits so that they can experience the world beyond Bradford and aspire to be whatever they want to be.

The behaviour of our pupils is good because we build positive relationships based on mutual respect- everyone is expected to be kind, polite and hard working. As a school, we actively promote diversity, tolerance and respect for people of all faiths and backgrounds, and there is a real sense of harmony and dedication from staff and pupils alike. Our pupils love coming to school! We enjoy celebrating each other's successes in our weekly 'Celebration Assembly' which parents enjoy attending too.

Mental Health and Wellbeing are central to what we do here at Crossley Hall Academy. Members of our SLT are trained Youth Mental Health First Aiders. We also actively support the wellbeing of our staff; two members of our staff are trained as Mental Health First Aiders and can provide support/advice to our staff.

Not only do we have enthusiastic, well-behaved pupils, but we also have a talented team of motivated and dedicated professionals, who, along with the leadership team, are united in the strong sense of ambition for the school. Our team of Support Staff are confident and highly skilled. Our inclusive ethos resonates throughout the school, and we are proud to cater fully for our children with additional needs. Our Resourced Provision for children with Communication and Interaction Needs (including Autism) work closely and collaboratively with the rest of the school.

Finally, please be rest assured that we take the Professional Development of all staff seriously. We listen to our staff's needs and develop bespoke CPD opportunities across the year. We strongly advise you to come and visit and find out more!

Best wishes

Eleanor Monnery
Headteacher

Job Description

Post:	Higher Level Teaching Assistant
Salary:	Scale 6, SCP 18-22 (FTE £32,578-£34,811) – Actual £27,941
Hours:	37 hours, Term Time Only
Start Date:	ASAP
Closing Date:	Friday 27 November 2026 at 9am
Interview Date:	TBC

Core Purpose

- To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.
- Progressing pupil learning in a range of classroom settings; including working with individuals, groups of pupils or whole classes where the assigned teacher is not present (e.g. during PPA time or covering short term absence). This may involve planning, preparing and delivering learning activities as well as monitoring pupils, assessing, recording and reporting on pupil achievement, progress and development.
- Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Duties and Responsibilities

- Perform allocated tasks with limited supervision using professional discretion where required.
- Will transfer work and resources back to the teacher and feedback any issues.
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging, ensuring all children are engaged in appropriate activities; giving support where necessary.
- Will follow the school's marking and feedback policy as well as working with the teachers to evaluate students' progress.
- Support the teacher in establishing, planning, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.

- Will supervise and support pupils consistently at all times including those with additional needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assess the needs of pupils and use detailed specialist skills in the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will teach and supervise whole classes during the short-term absence of the teacher and undertake the planning for this supervision within the predetermined lesson framework; keeping all children engaged, maintaining good order to keep pupils on task.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and aspirational expectations, employ strategies to recognise and reward good learning behaviours whilst promoting self-esteem. Encourage pupils to act independently, working cooperatively and interacting with others.
- Will develop, organise, prepare, create, safely manage and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use, clearing/storage afterwards and sourcing/suggesting new resources where needed.
- Will be aware of pupil progress, monitor/record pupil responses against predetermined learning objectives as well as provide accurate, constructive feedback to the teacher and pupils. Make suggestions on developing areas where required.
- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Will contribute to the planning of opportunities for students to learn outside of school contexts in line with school policies and procedures.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Ensure a thorough understanding of the relationship policy and apply it consistently across school.
- Will gather or report information from/to parents or carers has directed, taking into account parental/carer concerns, dealing with them sensitively, establishing constructive relationships and offering appropriate advice and guidance under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- Will participate in own performance development, identify and address any training needs/other learning activities.

- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will take line management responsibility in the supervision of other Learning Support Assistants, students on work experience, trainees and voluntary helpers.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Person Specification

Attributes	Essential	Desirable	How Identified
Qualifications	• Numeracy and Literacy skills to a level to assist students with their work. (GCSE/O'Level Grade C or above)	• Level 4 HLTA qualification or willingness to work towards this qualification • Paediatric First Aid at Work • Any other relevant qualifications	• Application • Certification
Experience	• Working in a team situation • Experience of working with or caring for children of relevant age • Experience of working with children with a wide range of needs (SEND, EAL, vulnerable)	• Working in a school or early years setting with a similar context • Experience of specific SEND needs and appropriate support strategies	• Application • Interview • References
Knowledge and skills	• Excellent IT Skills • High expectations which motivate and nurture children • Ability to engage children with learning in an age-appropriate way • Understanding of child development and learning • Ability to understand classroom roles and responsibilities and own position within these	• Understanding of the early years' curriculum and other basic learning/national curriculum	• Application • Interview • References
Character	• Strong moral purpose and drive for improvement • Approachable, courteous and able to present a positive image of the school • Ability to work well in a team • Values-aligned & resilient • Ability to work in a calm manner with children exhibiting behavioural difficulties • Flexible • Motivated and enthusiastic • Excellent interpersonal skills	• Ability to think clearly and remain calm in emergency situation	• Application • Interview • References

	• Good sense of humour • Desire to develop yourself • Ability to receive and act on feedback • Ability to work under pressure • Ability to maintain confidentiality • Commitment to the full life of the academy • Energy to make learning engaging		

How To Apply

To apply, please visit MyNewTerm at the following link:
https://mynewterm.com/jobs/146581/EDV-2026-CHA-35034

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.