

Bankfoot Primary School
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Headteacher: Mr Tim Elcock
Deputy Headteacher: Mrs Munir Irfan
Assistant Headteacher: Miss Vicki Cox



Bankfoot Primary School

Recruitment Pack

Higher Level Teaching Assistant

Full time, 36.25 hours per week, Term Time Only
Permanent contract

Scale: Band 8, SCP 17-22, pro rata (Actual salary £25,591.05)

Closing date: Monday 5th January 2026, 9.00am
Interview: Week commencing 12th January 2026

Kindness Respect Achievement Equality Forgiveness Friendship
Resilience Peace Hope Determination Gratitude Positivity



Job Title: Higher Level Teaching Assistant

Contract: Permanent Contract, Full time, TTO

Scale: Band 8, SCP 17-22, pro rata, (Actual salary £25,591.05)

Bankfoot Primary School is seeking an enthusiastic and skilled Higher Level Teaching Assistant to join our hard-working and dedicated team. The successful candidate will support teaching and learning across the school, deliver high-quality interventions, and take responsibility for leading whole class learning when required.

Responsibilities include:

- Leading and supporting learning across school
- Planning and delivering targeted interventions
- Covering classes in the absence of the teacher
- Supporting assessment and providing feedback to pupils and staff
- Working collaboratively with teachers to enhance learning outcomes

We are looking for someone who:

- Holds HLTA status, is working towards it, or ability to meet the HLTA Professional Standards (see below)
- Has strong classroom management and communication skills
- Is committed, proactive, and passionate about improving children's learning
- Works well as part of a team
- Demonstrates high expectations for all pupils

We offer:

- A small, one-form entry community-oriented school
- A supportive, friendly team
- Opportunities for professional development
- A positive, inclusive school environment

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Outline Job Description – Higher Level Teaching Assistant

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Bankfoot Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Bankfoot Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

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.

To take responsibility for the implementation of learning activities/work programmes under an agreed system of supervision with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

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.

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KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, develop creative solutions and use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions both within and often outside established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will use specialist skills and training experience to establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will use specialist learning skills/training/experience to support pupils.
- Use own initiative and organise own workload, pay attention to detail, work to deadlines and manage conflicting priorities whilst making decisions where appropriate within established and non established working practices.
- Will contribute to the overall ethos/work/aims of the school.
- Will support, uphold and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist the teacher in all aspects of lesson planning and planning of other learning activities, participating in all stages of the planning cycle and modify methods to meet individual/group needs; assessing, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.

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- Perform allocated tasks with limited supervision using professional discretion where required.
- Will transfer work and resources back to the teacher and feed back 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 undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests 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 special 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 well being 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 pre-determined lesson framework; keeping all children engaged, maintain good order and 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 demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively 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 pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports 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. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy; developing new solutions where required and contribute to a purposeful learning environment.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carers concerns, dealing with them sensitively, establishing constructive relationships and offering appropriate advice and guidance under the direction of the teacher.
- Will support the teaching staff by reporting pupil progress and achievements at parents evenings which are usually held outside school hours.
- Will be responsible for developing and maintaining manual and computerised records and contributing to the reviews of systems/records as required.
- Will provide clerical/administrative support as directed by the teacher.
- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils competence and independence in its use.
- 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 Teaching Assistants, students on work experience, trainees and voluntary helpers. Undertake induction, appraisal, training and mentoring as necessary.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

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- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Personnel Specification

PLEASE NOTE: When completing your application please demonstrate evidence of impact for each of the attributes below as appropriate.

| CRITERIA | QUALITIES (E) = ESSENTIAL, (D) = DESIRABLE |
|-----------------------------|---|
| Qualifications and training | <ul style="list-style-type: none"> ➤ GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths (E) ➤ First-aid training, or willingness to complete it (E) ➤ Externally assessed HLTA status (D) or working towards it, or ability to meet the HLTA Standards (E) (see below) ➤ Level 4 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level (D) ➤ Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, first aid qualification. (D) |
| Experience | <ul style="list-style-type: none"> ➤ Experience of working in a school environment or other educational setting (E) ➤ Experience of working with children / young people (E) ➤ Experience of planning and delivering learning activities (E) ➤ Experience of planning and leading teaching and learning activities (under supervision) (E) ➤ Experience of teaching systematic, synthetic phonics to small groups or whole classes (E) ➤ Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level (E) |
| Skills and knowledge | <ul style="list-style-type: none"> ➤ Good literacy and numeracy skills (E) ➤ Good organisational skills (E) ➤ Ability to build effective working relationships with pupils and adults (E) ➤ Skills and expertise in understanding the needs of all pupils (E) ➤ Skills and knowledge of how to effectively teach systematic, synthetic phonics (E) ➤ Knowledge of how to help adapt and deliver support to meet individual needs (E) ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils (E) ➤ Excellent verbal communication skills (E) ➤ Active listening skills (E) ➤ The ability to remain calm in stressful situations (E) ➤ Knowledge of guidance and requirements around safeguarding children (E) ➤ Good ICT skills, particularly using ICT to support learning (E) ➤ Understanding of roles and responsibilities within the classroom and whole school context (E) ➤ Understanding of effective teaching methods(E) ➤ Knowledge of how to successfully lead learning activities for a group or class of children (E) ➤ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support (D) ➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice (D) |

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Personal
qualities

- Enjoyment of working with children (E)
- Sensitivity and understanding, to help build good relationships with pupils (E)
- A commitment to getting the best outcomes for all pupils, and promoting our school's Vision and Community Values (E)
- Commitment to maintaining confidentiality at all times (E)
- Commitment to safeguarding pupils' wellbeing and equality (E)
- Resilient, positive, forward looking and enthusiastic about making a difference (E)
- Capacity to inspire, motivate and challenge children and young people (E)

Higher Level Teaching Assistant Professional Standards

<https://hlta.org.uk/hlta-standards/>

Professional Attributes

- Have high expectations of children and young people with a commitment to helping them fulfil their potential
- Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
- Demonstrate a commitment to collaborative and cooperative working with colleagues
- Improve their own knowledge and practice including responding to advice and feedback

Professional Knowledge and Understanding

- Understand the key factors that affect children and young people's learning and progress
- Know how to contribute to effective personalised provision by taking practical account of diversity
- Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- Know how to use ICT to support their professional activities
- Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and equalities legislation
- Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional Skills

Planning and Expectations

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities
- Use their area(s) of expertise to plan their role in learning activities
- Devise clearly structured activities that interest and motivate learners and advance their learning

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- Plan how they will support the inclusion of the children and young people in the learning activities
- Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and Assessment

- Monitor learners' responses to activities and modify the approach accordingly
- Monitor learners' progress in order to provide focused support and feedback
- Support the evaluation of learners' progress using a range of assessment techniques
- Contribute to maintaining and analysing records of learners' progress

Teaching and Learning Activities

- Use effective strategies to promote positive behaviour
- Recognise and respond appropriately to situations that challenge equality of opportunity
- Use their ICT skills to advance learning
- Advance learning when working with individuals
- Advance learning when working with small groups
- Advance learning when working with whole classes without the presence of the assigned teacher
- Organise and manage learning activities in ways which keep learners safe
- Direct the work, where relevant, of other adults in supporting learning

Selection Process Guidance

Safeguarding

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check. We will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references.

Inclusion

As a School we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact Sameena Hussain (HR Manager), via email: office@bankfoot.bradford.sch.uk to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please ensure that all parts of the application are completed. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you via e-mail.

References

We request references for all candidates who are invited to interview. Requests will be made while candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Process

The interviews will be held at the school and will consist of tasks and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity with you.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal conditional offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Provision of proof of identity and qualifications

Timeline

Closing date: Monday 5th January 2026, 9.00am

Interviews: Week commencing 12th January 2026