

# Higher Level Teaching Assistant Job Pack



# **CRAMLINGTON** LEARNING VILLAGE



*Where everyone plays a part in the future of our students*





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**Cramlington Learning Village is a great place to work - you are always busy but people still take time to look after one another.**

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# WELCOME

## A MESSAGE FROM OUR CO-HEADTEACHERS

**Welcome to Cramlington Learning Village** and thank you for your interest in applying for a role at this school. We believe CLV is a fantastic place to work where everyone is responsible for the safety, wellbeing, development and progress of our students.

We are a comprehensive secondary school with 2000 students, which although large in scale, feels like a smaller community school where every student feels known and cared for. We pride ourselves in our core principles - that 'we are a school built on respect, which develops resilient learners, expert readers, knowledge explorers and responsible citizens.'

These next few pages will tell you more about our ethos and school culture, and what it is like to work here, whatever the role in the organisation. We hope that, along with the specific information attached on the role and person specification, you find this document helpful in making an informed decision on whether Cramlington Learning Village is a place where you will enjoy working in and where you can make a positive difference to our students.

We look forward to meeting you and if there is anything we can do to give you more information, we are always happy to help.

**Mr. Jon Bird and Ms. Kim Irving**





# WHY JOIN US?

- We believe this is a school which is built on positive relationships. Although we are a big school we like every single member of staff to feel known and valued
- The CPD offer for teaching staff and TA's is a real strength of the school and includes an annual teaching and learning conference across two training days
- There is a supportive induction process for every new member of staff
- We offer support for staff at every level through a clear line management structure
- We pride ourselves on our staff development, and will work with you to ensure you feel supported and challenged in your role
- The school is committed in promoting positive mental health and wellbeing across the staff - we have a staff wellbeing and mental health charter written 'by staff, for staff'



**“ As a member of support staff I know I have a key part in helping the school be strong and successful - you always feel part of the team. ”**

- The school supports the 'Cycle to Work' scheme
- Competitive salaries are offered in a variety of posts at different levels
- Where we can, we offer generous annual leave
- Free staff parking available
- We have partnered with CLASS insurance who provide Digital Health assessments, Online Mental health training, 24/7 Counselling and Physiotherapy consultations for all staff
- Strong pension schemes (Local Government Pension Scheme for Support Staff and Teachers Pension Scheme for Teachers).





# NEXT STEPS

Included in the following pages you should find information on the advertised role, including the job description and the personal specification. The application form will give you an opportunity to share your details and qualifications with us, along with your employment history.

As a school that strives to recruit all our staff as safely as possible, we also include our safer recruitment policy and information on the safeguarding checks that will be undertaken.

If there is anything else which will be helpful to you, or if you need more information, please do not hesitate to contact our Office Manager via [recruitment@cramlingtonlv.co.uk](mailto:recruitment@cramlingtonlv.co.uk)

Registered in England and Wales Co No: 07730940

Co-headteachers: Mr J Bird/Ms K Irving  
11-18 Secondary School of 2035 pupils including 312 in the Sixth Form

**Post Title: Higher Level Teaching Assistant**  
**Salary: CLV Band 5 £23,461 - £25,450 per annum**  
**(£28,598 - £31,022 per annum full time equivalent)**  
**Contract: 35 hours term time plus 6 days**  
**Fixed Term Contract until 18 December 2026**

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As a Higher Level Teaching Assistant (SEMH) you will be responsible for supporting students in 1 to 1 interventions, small groups and in class. This role will also entail supporting students' overall well-being and helping them to overcome barriers to learning.

The post is available on a fixed term, part time, term only basis until 18th December 2026.

Cramlington Learning Village was graded Good in all categories in its last Ofsted Inspection.

Cramlington Learning Village is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS disclosure will be required for this post.

Please note: the postholder will be engaging in regulated activity, working mainly or wholly with children. This position is exempt from the Rehabilitation of Offenders Act 1974. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Shortlisted candidates should be aware that online searches may be done as part of pre-employment checks.

Further details and application forms are available via our website at [www.cramlingtonlv.co.uk](http://www.cramlingtonlv.co.uk) or by contacting [recruitment@cramlingtonlv.co.uk](mailto:recruitment@cramlingtonlv.co.uk), to whom completed application forms should be sent to arrive no later than midday on 17th December 2025. Candidates will be notified of interviews week beginning 5th January 2026.

## **Job Description**

Job Title: Higher Level Teaching Assistant  
Grade: CLV Band 5  
Report to: SENDCO  
Contract type: Fixed Term  
Clients / liaison with: Teachers, groups of children, parents/carers, other professionals

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### **Main Responsibilities:**

#### **Support for Pupils**

- Use specialist skills, training, or experience to support pupils' learning.
- Use specialist skills, training or experience to coach and train staff.
- Develop and implement IEPs across the department.
- Provide pastoral support for pupils.
- Work with students who have adapted timetables.
- Establish productive relationships with pupils, acting as a role model and responding to the needs of each individual child, acting as a role model and setting high expectations.
- To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.
- Encourage children to co-operate and interact with one another.
- Support pupils consistently whilst recognising and responding to their individual needs.
- To have challenging expectations that encourages children to act independently and build self esteem.
- Provide feedback to pupils in relation to progress, achievement and attendance.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
- Provide support for pupils with special educational needs across the age range year 7 to year 13.
- Provide 1:1 and group interventions for students to support needs.

#### **Support for the Teacher**

- Contribute to effective management of transition plans.
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust learning plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against agreed Pre-determined, learning objectives.
- Provide the teacher with accurate and objective feedback on pupil progress and other matters, ensuring the availability of supporting evidence.
- Manage the maintenance of pupils' records accurately record achievement and reporting.
- Support the teacher in the management of pupil behaviour.



- Establish constructive relationships with parents and carers and participate in feedback sessions as directed.
- Assist in the development, implementation and monitoring of systems relating to pupil attendance and reintegration.
- Monitor and evaluate interventions on a termly basis and report to SEND lead/SENDCO.

### **Support for the Curriculum**

- Implement learning activities to pupils within an agreed framework of supervision, adjusting activities to meet pupil needs.
- Help pupils access learning activities through specialist support.
- Advise on appropriate deployment and use of specialist equipment or resources.
- Mentoring a cohort of young people.
- Monitor interventions database.
- Monitor IEPs and Review IEPs across the department.
- Help develop consistency across the department in IEPs.
- Contribute to the effective management of EHCP and transition plans.
- Monitor and evaluate interventions on a termly basis and report to the school's SENDCO.

### **Support for the School**

- Comply with all school policies relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Confidentiality and data protection.
- Work in such as to promote the ethos and vision of the school.
- Participate in training and development, and activities that contribute to the management of performance.
- Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips as directed by the class teacher and member of the school's management.
- Attend and participate in regular meetings.
- Assist in the development of multi agency contacts to support the learning and development of children.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.
- To organise and facilitate a Challenge Wednesday activity.
- Organise and help deploy TAs on a daily basis.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

**Person Specification**

**Higher Level Teaching Assistant (CLV Band 5)**

Key to assessment methods: (A) application form, (L) letter, (I) interview, (O)Lesson  
Observation, (R) references, (P) presentation, (C) recruitment checks

	<b>Essential</b>	<b>Desirable</b>
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<b>Knowledge &amp; Qualifications</b>  Assessed By: A,L,I	<ul style="list-style-type: none"> <li>● Meet Meet National Standards for HLTAs or equivalent qualification</li> <li>● Very good numeracy and literacy skills;</li> <li>● Participated in training related to various national strategies e.g. literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>● First Aid Certificate</li> </ul>
<b>Experience</b>  Assessed By: A,L,I	<ul style="list-style-type: none"> <li>● Working with children of the relevant age</li> <li>● Excellent clerical skills</li> <li>● Working with children with additional needs</li> <li>● Planned and delivered interventions specific to ASD and ADHD.</li> </ul>	<ul style="list-style-type: none"> <li>● Supervising small groups of children</li> <li>● Counselling and nurture groups</li> </ul>
<b>Skills &amp; Competencies</b>  Assessed By: A,L,I	<ul style="list-style-type: none"> <li>● Effective ICT skills and 3 years experience of using ICT in a learning environment</li> <li>● Ability to use other types of learning technology: <ul style="list-style-type: none"> <li>○ Database management</li> <li>○ Whiteboards</li> <li>○ CD ROM</li> <li>○ Video</li> </ul> </li> <li>● Understanding of codes of practice and recent relevant education</li> <li>● Good understanding of the principles of child development and the learning process</li> <li>● Ability to be a self starter</li> <li>● Can work as a member of a team, understanding their role in the classroom and associated responsibilities.</li> </ul>	



<p><b>Disposition</b></p> <p>Assessed By: A,L,I</p>	<ul style="list-style-type: none"> <li>● An understanding of the varied needs of children as they develop socially and academically</li> <li>● A commitment to promoting equal opportunities and meeting individual needs</li> <li>● Effective communication, interpersonal and organisation skills</li> <li>● Ability to use ICT/the internet and email to support pupils' learning</li> <li>● Willingness to take part in appropriate training and personal and professional development</li> <li>● Suitability to work with children and young people</li> <li>● To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.</li> </ul>	
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