



Higher Level Teaching Assistant (HLTA)
(based in the Specialist Resource
Provision at HLNA)

September 2025

Salary: £28,086 to £31,131 (dependent on
service and experience)

37 hours per week, 39 weeks (Term-Time
only plus 5 INSET days)



Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust as Higher Level Teaching Assistant at Higham Lane North Academy.

This is an exciting and unique opportunity for a highly effective and experienced senior leader to be part of the opening and shaping of a brand new 11 – 16 school.

Our growing Trust currently consists of a diverse family of four schools in the Nuneaton area: a primary special school, a secondary special school and two mainstream secondary schools. We have a fifth school – a primary special school in Birmingham - joining us in September 2025.

Our Trust's core values summarise what is important to us and what we actively promote:



working together and with others to achieve the very best for the staff, pupils and families that we serve.



recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.



ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes

A handwritten signature in black ink, which appears to read 'A. Dickinson'.

Andrew Dickinson
Chief Executive Officer

Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.



We have a number of core benefits which include:

Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning
- We listen to what your career aspirations are and how we can support you within your role
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs)

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more

Higher Level Teaching Assistant



Are you seeking a career that is not only meaningful and purposeful but also has a lasting impact on the lives of children with additional needs?

Do you thrive in a dynamic, fast-paced environment where each day brings new challenges and opportunities?

If so, we have an exciting and rewarding opportunity for you to join the founding team of Nuneaton's brand-new secondary school as our Higher Level Teaching Assistant based primarily within our Specialist Resource Provision, which will cater for up to 20 children by 2030. In this unique and key role, you'll be at the heart of working with our SENDCO and teachers to provide an excellent education for our children with special educational needs based within the specialist resource provision.

Main Purpose:

Under the guidance of the SEND Coordinator, you will take an active role in ensuring that the school meets its needs for SEND children, primarily in the Specialist Resource Provision. In collaboration with the SENDCO, you will be responsible for supporting pupils with additional needs primarily within the SRP, either individually or in small groups, to help them access the full curriculum. This support will take place both inside and outside the classroom. Whilst the role is based primarily within the SRP, your expertise will also work with the children within a mainstream setting.



How to apply



Please complete the Application Form, as well as the Equality Details Form, that you will find on the School's website (www.hlina.co.uk) and email them to jobs@hlina.co.uk, indicating in the message title the post you are applying for. If you would like to have a chat about this post, please contact Kirstie Robinson, Headteacher Designate, on 024 7638 8123.

The closing date for applications is midday, Wednesday 18th June 2025
Interview date to be confirmed.

Please address the following points when completing the 'Additional Information' section of the application form: -

- Why you feel your personal qualities and experience make you an excellent candidate for this position.

About Higham Lane North Academy



‘Everyone will excel through our high expectations and high levels of care and support. Higham Lane North Academy is a school where everyone is included and everyone belongs.’

Kirstie Robinson
Headteacher

We are aspirational and ambitious for the children of Higham Lane North Academy. We are committed to, and believe very strongly, that our pupils are given the very best education with which to build the foundations of their futures. Our core values of wisdom, pride, integrity, compassion and kindness will be the foundation of every policy, interaction and decision at Higham Lane North Academy between all members of staff, pupils and within the community. The North Way, based on supportive routines and expectations for success will be palpable throughout the school, meaning that teachers can flourish and thrive as they educate our pupils to be the best they can be.

Why be a key part of Higham Lane North Academy?

We hold a strong commitment to supporting you to be the best that you can be as a professional. Not only will we continue to support your ongoing professional development, but we are unwavering in our commitment to provide you with the opportunity to be valued as an integral part of a team with your contributions recognized and celebrated within a culture of wisdom, pride, integrity, compassion and kindness.

The first year and beyond at Higham Lane North Academy

In the first year we will be a fairly small team of approximately 18 – 20 teaching and support staff. As more pupils join the school, inevitably the team will grow. The first year provides us with a unique opportunity to work closely together and beyond subjects to support each other.

Your Environment

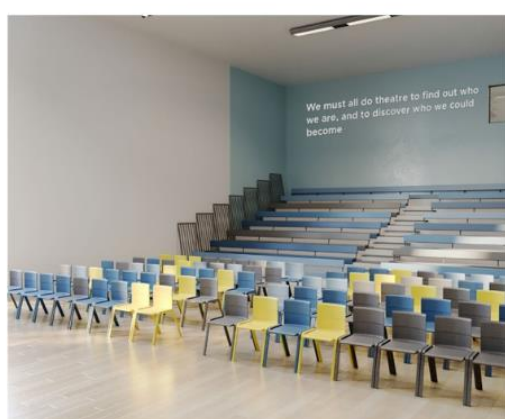


The school building and grounds

Higham Lane North Academy's building and grounds have been planned to create a learning environment that will provide high-quality educational provision, academic excellence, exceptional pastoral care and personal development in a school that will be at the heart of the community. Our convenient location provides easy access from the new Northern Link road that will link new housing developments in the north and east of Nuneaton, from the A5, and by bus. There will also be a dedicated walking/cycling lane along the new access route and a secure compound for bike storage.

The impressive, state of the art facilities include:

- An impressive assembly hall
- A well-stocked library and learning space
- Designated staff work room areas with facilities
- IT-rich classrooms
- Spacious dining hall with outdoor canopy
- Drama studio
- Dance studio
- Curriculum habitat areas
- Outdoor learning spaces
- Indoor sports hall
- Four outdoor tennis/basketball/volleyball/netball courts
- Four outdoor multi-use pitches for sports such as rugby, football and athletics plus a grass running track around the largest of these with capacity for field events
- Outdoor amphitheatre
- Separate optional entrance for children with SEND
- Designated SEND garden
- Meadow grass planting and flowering lawns creating an ecological corridor across the site



Duties and responsibilities



BROAD DESCRIPTION:

To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and occasionally with whole classes where the assigned teacher is not present.

To support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.

This involves undertaking specified work (see * below), involving planning, preparing and delivering learning activities to individual pupils/groups or, short term, for whole classes and monitoring, assessing, recording and reporting on pupil development, progress and attainment.

(*Under S133 of the Education Act 2002, specified work is defined as :

- a) planning and preparing lessons and courses for pupils
- b) delivering lessons to pupils. Includes delivery via distance learning or computer aided techniques
- c) assessing and recording the development, progress and attainment of pupils
- d) reporting on the development, progress and attainment of pupils.

'Pupils' includes work with individual pupils as well as groups and whole classes).

To be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher assigned (^) to the class or group. He/she will operate with a high level of delegated authority under an agreed system of supervision.

(^ Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them).

Responsibility for people (other than employees supervised/managed):

The post has considerable impact on the wellbeing of individuals or groups, through contributing to policy development and review and to the development and delivery of learning activities.

Responsibility for staff:

The post has some responsibility for others, through demonstrating good practice, guiding/advising and directing other staff/volunteers who support teaching and learning.

Responsibility for budget:

The post has no direct responsibility for financial resources, though could be involved in occasional handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources:

The post has some direct responsibility for physical resources, including safe/secure record keeping and maintenance and management of learning resources.

Duties and responsibilities



• TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

- Support to pupils:
- Support pupils' learning including working with individuals and small groups, using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.
- Create, write, update and review targets on pupil passports termly and distribute to staff
- Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage all in activities
- Support pupils consistently whilst recognising and responding to their individual needs
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Provide for general care, safety and welfare of pupils, which includes tasks connected with their social inclusion and support with personal care and physical care (such as placing students in and out of standing frames)
- Supervise students during social times.

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills.
- Minimum GCSE (or equivalent) English and Maths at grades A-C
- Have good communication and listening skills and be able to present information verbally and in writing to parents and external agencies.
- Have experience of TA work.
- Organise and manage learning activities (including learning environment and resources) in ways which keep pupils safe.
- Under agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, against pre-determined learning objectives.
- Objectively assess, provide feedback and reports as necessary on pupil development, progress and achievement.
- Within the school's discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.
- Support the role of parents in pupils' learning and contribute to meetings with parents to constructively feedback on pupil progress/achievement.
- Administer and assess/mark tests and invigilate exams/tests

Duties and responsibilities



Support to the Curriculum:

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs
- Use ICT effectively to advance learning and develop pupil' competence and independence in its use.
- Devise, organise and manage safely the learning activities, teaching space and resources, taking account of pupils' interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Provide a bespoke English and Maths curriculum to students who are significantly working below their peers e.g KS1 level
- Pre teach key vocabulary and subject content at KS3 and KS4

Support to the School:

- Be involved in and contribute to whole school policy development
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and comply with these. Report concerns to an appropriate person.
- Contribute to identification of appropriate out of school learning activities, deliver / co-ordinate these, in accordance with school policy
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate effectively with parents/carers, teachers and with other agencies/professionals to support achievement and progress of pupils and to share and provide information
- Contribute to the overall ethos/work/aims of the school
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Model good practice and contribute to planning and delivery of appropriate inset
- Be responsible for LSA cover and break/lunch Duty Rota.

These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



“

**Every child at HLNA will
have a champion.**

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Person Specification

Qualifications and training



- Minimum GCSE (or equivalent) English and Maths at grades A-C.
- Hold a good overall level of education
- Holds HLTA status, by meeting the national professional standards for higher level teaching assistants (HLTA status has equivalence to NVQ level 4)

Experience



- Have considerable experience of working to support children/pupils learning with SEN
- Have understanding and experience of ICT as a learning tool and how this can support and enhance students learning
- Have experience at delivering a variety of interventions linked to cognition and learning
- Have experience at teaching at Primary level

Skills and knowledge



- Understand the SEN Code of Practice and Warwickshire Inclusion Charter.
- Have a detailed understanding of working with pupils with Cognition and Learning difficulties and Communication and Interaction difficulties.
- Have a detailed understanding of working with pupils with specific learning difficulties.
- Have a detailed understanding of working with pupils with physical disabilities
- Have a detailed understanding of working with pupils with SEMH needs.
- Have a knowledge and understanding of effective differentiated teaching and learning, assessment for learning and marking and feedback techniques.
- Have an understanding of how to measure student's progress

Personal qualities



- Good communication and listening skills and able to present information, verbally and in writing
- The ability to motivate, influence and inspire students to achieve their best performance.
- The ability to ensure excellent Behaviour for Learning of students
- The ability to be well organised, keep efficient records and to meet deadlines.
- To be able to work effectively as a member of a team.
- The ability to take responsibility for your own professional learning
- Energy, commitment, perseverance, enthusiasm and resilience
- A good health and attendance record

Higham Lane North Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be subject to an enhanced DBS check and will also be taken through the School's vetting procedure. Higham Lane North Academy is also strongly committed to protecting personal data. Our Privacy Notice, which can be found under the GDPR section on the School website, describes why and how we collect and use personal data and provides information about individuals' rights.



Build Progression

01



2024

June

- Lift shafts poured
- Section A steels in place
- Staircases installed
- Drainage installed for school and pitches
- Final fences starts to be installed

02



2024

July

- Steels completed through out
- Concrete slabs laid
- Roof started (insulation and sealing)
- Building insulation (interior walls) installed.
- New road to school started

03



2024

September

- Section A internal partitions started
- Window installation started
- Roof being sealed
- Final concrete slab laid
- Building insulation (interior walls) continued
- New road being built

04



2024

November

- Brick work continued
- Internal boarding finished
- Skimming of walls started
- Wall colours, carpets and blinds chosen

05



2025

January

- Solar panels fitted to roof
- Walls plastered
- Car park area prepped
- Gates installed
- Walk-in fridge and freezer installed in kitchen

06



2025

March

- Walls have been plastered
- Car park bricks laid
- Base coat of paint applied in rooms
- Gold cladding added to the exterior
- Lifts installed



[Contact Us](#)

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www.hlina.co.uk

