



**Dringhouses**  
Primary School | York



# ‘Enjoying Excellent Education’

Applicants’ guide for the post of:  
Level 4, Higher Level Teaching Assistant (HLTA)  
Fixed Term - 32.5hpw - Term Time Only

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**You will find an application form on our website [www.dringhouses.co.uk](http://www.dringhouses.co.uk), where you will also find a link to our most recent Ofsted Inspection Report.**

Please note that we are committed to safeguarding and promoting the welfare of children. We will require the successful applicant to undertake an ENHANCED criminal record check via the DBS.

March 2025

Dear Applicant

### **L4 Higher Level Teaching Assistant Vacancy**

Thank you for your interest in our school! As you may already know, or will hopefully be able to get a sense from our website, we're a vibrant and engaging community of learners here at Dringhouses Primary. We value confidence, curiosity, and creativity, and that's what we're looking for in our people - our staff are a great group of individuals who are valued as part of our community in the same way that our learners, and their families are.

This vacancy needs someone with great relational skills - someone who can model our Dring characters. We need someone fun, enthusiastic, dedicated and with a great sense of humour. Someone who understands the importance of relationships - encouraging and modelling resilience, growth and repair.

Responsibilities will include working collaboratively with the teaching team to support the delivery of the Dringhouse Discovery Curriculum., as well as providing classroom cover for teacher absences.

We are looking for someone ideally with experience of working within a mainstream primary education setting and who can keep up with the demands of busy and adventurous learners.

This is a fixed term, part time appointment working Monday-Friday, 8:30am - 3:30pm, term time only. At the end of this fixed term contract there is a possibility that this may become a permanent post.

Applications may be submitted by e-mail or by post, and the position is to start in May 2025 or as soon as there after, pending successful applicant background checks.

If you choose to apply and are shortlisted, you will be invited to an interview which will be held on the morning of Thursday 1st April. If you have not heard from us by this date, please assume that, on this occasion, you have not been successful.

Thanks again for your interest, and we look forward to hearing from you.

Yours sincerely

Mary-Kate Swiers | **Head of School**

## **DRINGHOUSES PRIMARY SCHOOL**

### **PERSON SPECIFICATION**

Post of L4 Teaching Assistant

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Education / Training/ Qualifications</b>	<ul style="list-style-type: none"><li>● Level 4 TA qualification or equivalent</li><li>● Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths</li><li>● Knowledge of the national primary curriculum</li><li>● Knowledge/Experience of working in a mainstream primary school</li></ul>	<ul style="list-style-type: none"><li>● First Aid qualification</li><li>● Team Teach qualification</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>● Experience of supporting a broad range of children, in class, individually and in groups, within mainstream primary schools within the last two years.</li><li>● Experience of participating fully in planned intervention programmes for children</li><li>● Experience of providing classroom cover in the event of teacher absence.</li></ul>	<ul style="list-style-type: none"><li>● Knowledge of child development and children's personal development needs</li></ul>
<b>Skills/Aptitude</b>	<ul style="list-style-type: none"><li>● Excellent communication and interpersonal skills</li><li>● Commitment to and evidence of continuing professional development</li><li>● Time management and organisational skills</li><li>● Effective use of ICT to produce appropriate resources to support learning</li><li>● Ability to use strategies which promote good behaviour and discipline</li><li>● Ability to work independently and as part of a team</li><li>● A flexible and creative approach</li><li>● Self-motivation and ability to use own initiative</li><li>● Ability to work within the school's policies and procedures</li></ul>	<ul style="list-style-type: none"><li>● Knowledge of safeguarding issues and procedures</li><li>● Leadership skills</li></ul>

	<ul style="list-style-type: none"> <li>• Friendly, positive, attitude</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Enhanced DBS Clearance</li> </ul>	

## JOB DESCRIPTION

### L4 Teaching Assistant

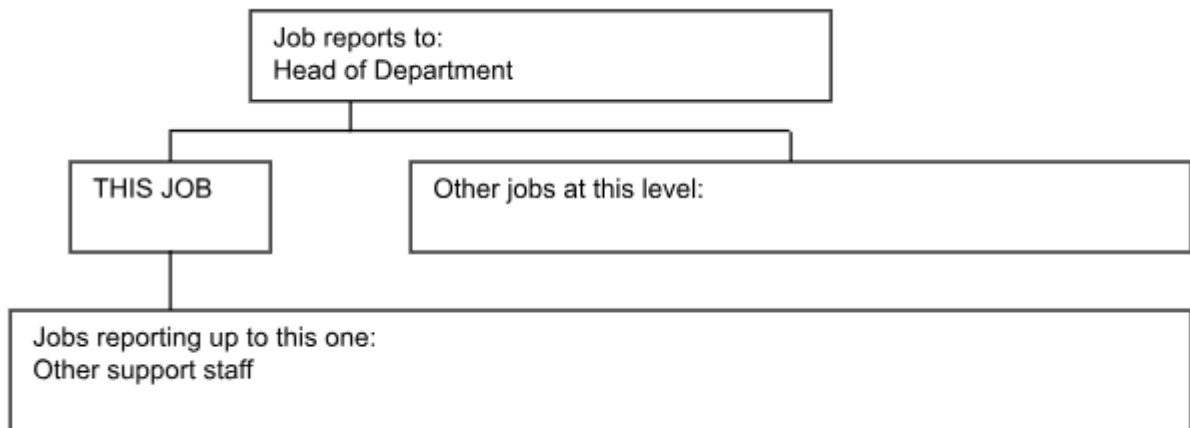
1.	<b>MAIN PURPOSE OF JOB</b>	
	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.	
2.	<b>CORE RESPONSIBILITIES, TASKS &amp; DUTIES:</b>	
	i.	Works in partnership with the teacher, within an agreed system of supervision. Works with individual pupils, small groups and the whole class* as agreed with the teacher. This can be for short periods of time as a regular, time-tabled commitment in the absence of the Teacher, for example during a Teacher's PPA time.
	ii.	Acts as liaison between other TA's and Senior Management Team.
	iii.	Uses own initiative to assess and evaluation pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum, as agreed with the teacher under an agreed system of supervision
	iv.	Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs.
	v.	Selects and prepare appropriate resources to lead learning activities.
	vi.	Monitors, evaluates, records and provides reports on pupils' responses and progress within agreed strategies.
	vii.	Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility; including taking the initiative to establish links where necessary.
	viii.	Attends and contributes to meetings with other staff, external professionals and parents regarding pupils.
	ix.	Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Management Team.
	x.	Organise and lead school visits and other activities outside of the classroom under an agreed system of supervision.
	xi.	Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
	xii.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
	xiii.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
	xiv.	Contributes to the overall ethos, work and aims of the school

3.	<p><b>SUPERVISION / MANAGEMENT OF PEOPLE</b></p> <p>May be required to line manage other staff, including responsibility for the allocation and monitoring of work, appraisal, performance management and training.</p>
4.	<p><b>CREATIVITY &amp; INNOVATION</b></p> <ul style="list-style-type: none"> <li>● Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn.</li> <li>● Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances.</li> <li>● Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate.</li> <li>● On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.</li> <li>● Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.</li> <li>● Participates in the design of classroom and school displays.</li> </ul>
5.	<p><b>CONTACTS &amp; RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>● Internal Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs - daily. Takes part in departmental or whole school meetings as required. Supervises the work of colleagues on a daily basis to allocate and monitor workload and share any concerns and problems regarding personnel issues.</li> <li>● External Provides information about pupils' progress, strategies and issues eg therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents and recommends strategies/courses of action as required. Feeder schools - to discuss the transfer of pupil data.</li> </ul>
6.	<p><b>DECISIONS - discretion and consequences</b></p> <ul style="list-style-type: none"> <li>● Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous.</li> <li>● Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress.</li> <li>● Communicates information effectively to teachers, other professionals and parents whenever the need arises.</li> <li>● Recognise and take action when necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.</li> <li>● Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.</li> <li>● Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team.</li> </ul>
7.	<p><b>RESOURCES</b></p> <p>None</p>
8.	<p><b>WORK ENVIRONMENT -</b></p>

	<p><b>Work demands</b></p> <ul style="list-style-type: none"> <li>● Need to implement activities in lessons as planned also working to other deadlines eg marking papers. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and interruption eg unplanned absences of staff and children, unexpected visits by parents and professionals and also when supervisory duties are called for.</li> </ul> <p><b>Physical demands</b></p> <ul style="list-style-type: none"> <li>● Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running eg PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.</li> </ul> <p><b>Working conditions</b></p> <ul style="list-style-type: none"> <li>● Majority of work takes place in classroom environment, may be involved in outside activities eg supervision of playground, sports field activities, off-site educational activities in all weather conditions as required. May also involve visits in the home.</li> </ul> <p><b>Work context</b></p> <ul style="list-style-type: none"> <li>● Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.</li> <li>● Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.</li> <li>● Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.</li> <li>● Risk of infection when dealing with unwell children.</li> <li>● May also involve visits in the home – following recognised procedures.</li> </ul>
9.	<p><b>KNOWLEDGE &amp; SKILLS</b></p> <ul style="list-style-type: none"> <li>● Knowledge of relevant training strategies eg literacy, numeracy, KS3 etc</li> <li>● Excellent communication skills</li> <li>● Excellent interpersonal skills</li> <li>● Time management and organisational skills</li> <li>● Excellent literacy and numeracy skills equivalent to NVQ Level 2 in English and Maths</li> <li>● Ability to organise, lead and motivate a team</li> <li>● Ability to self evaluate learning needs and actively seek learning opportunities</li> <li>● Ability to relate well to children and adults</li> <li>● Relevant knowledge of first aid</li> <li>● Leadership skills</li> <li>● Effective use of ICT to produce appropriate resources to support learning</li> <li>● In depth knowledge of national curriculum in specialist area, according to the particulars of</li> <li>● Knowledge of normal child development and children's personal development needs</li> <li>● Knowledge of the implications of common disabilities in children for school and families of pupils</li> <li>● Knowledge of strategies which promote good behaviour and discipline</li> <li>● Knowledge of developmental progression in the emotional curriculum</li> </ul>

- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.
- Experience of working in a relevant discipline in a learning environment
- Experience of working in multi-disciplinary teams
- Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.

10. Position of Job in Organisation Structure





## **OUR SCHOOL**

Dringhouses Primary School is situated on the western side of York, about three miles from York city centre and a short drive off the A64. Built in 1904, Dringhouses is a co-educational school for children aged 4+ to 11 years, with approximately 300 pupils on the roll over 11 classes.

## **WHAT MATTERS TO US AS A SCHOOL**

**Dringhouses Primary School is a team.**

We are a group of people sharing curiosity, creativity, and confidence, supported by collaboration and community.

We look to support our community and to our community for support - locally, and globally. We are passionate about equality. We promote inclusion and accept diversity - we are confident in ourselves, in achievements, and through our setbacks. We strive to provoke excitement and enthusiasm, curiosity and creativity; we recognise the potential of our learning and of our growth as individuals, and as a community. Through collaboration, honesty, and challenge, we inspire, and empower each other.

**We are all learners, and we are all leaders.**

***The aims of the school are to:***

- To provide an exciting, inspiring, and safe environment, where a connected curriculum equips our learners for their future.
- To develop confident, capable, and resilient learners who recognise and celebrate their successes, and who recognise the value and potential in their setbacks.
- To support learners in developing kindness, gratitude and a sense of responsibility: to themselves, to others, and to their communities.
- To understand, value, and accept diversity, equality and inclusion. We want our learners and our community to feel empowered through understanding and through action.
- To build and maintain our sense of community - as individuals, as a school, and as part of the wider community.

**Thank you for your interest in our school.**

**If you have any questions, or to arrange a visit, please contact the school office on 01904 553940 or e-mail [admin@dringhouses.co.uk](mailto:admin@dringhouses.co.uk)**

**We look forward to receiving your application.**