

*Believe - Achieve - Inspire*

**Upper Nidderdale Primary Federation**

Glasshouses Community Primary School  
St Cuthbert's CE Primary School – Pateley Bridge

**HLTA- Early Years/KS1**



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# HEADTEACHER'S LETTER

Dear Applicant,

On behalf of the pupils, parents, staff and governors of The Upper Nidderdale Primary Federation, thank you for your interest in the role of EYFS HLTA Learning Support within our Federation.

It has been a privilege to serve as Executive Headteacher of the Federation since April 2021, and at Glasshouses Community Primary School since 2017. I feel incredibly fortunate to lead schools where relationships truly matter, where teamwork is strong, and where children's learning and wellbeing sit firmly at the heart of everything we do.

Our Federation is built upon our shared vision of BELIEVE, ACHIEVE, INSPIRE and our 'CHAMPS' which underpins both our strategic direction and our daily practice. We are committed to nurturing confident, resilient learners who feel valued, inspired and empowered to achieve their very best. This vision and values are not simply words on a page — they shape our culture, our curriculum and the way we support one another as a community.

We are proud of our inclusive approach and the strong partnerships we build with families. Visitors often comment on the warmth of our welcome, the calm and purposeful atmosphere, and the genuine care shown by staff and pupils alike. We would be delighted to extend that welcome to you.

I strongly encourage all prospective candidates to visit our school. A visit offers the best opportunity to experience our ethos first-hand, meet our children and staff. Details of how to arrange a visit can be found within this application pack.

Thank you once again for your interest in joining our team. We look forward to receiving your application and wish you every success.

Yours sincerely,  
Executive Headteacher  
The Upper Nidderdale Primary Federation

**Nicola Thornber**

# WELCOME TO OUR FEDERATION

## **Glasshouses**

At Glasshouses we have three Classes:

Class 1 – Early Years/KS 1

Class 2 – KS1/ lower KS2

Class3 – upper KS2

## **St Cuthbert's**

At St Cuthbert's we have three classes:

Class 1 – Nursery, Reception and Year 1

Class 2 – KS1/lower KS2

Class 3 – Upper KS2

Our Federation offers a vibrant and inspirational curriculum underpinned by a unique ethos of kindness and care for all pupils. We are proud to be recognised as Unicef Rights Respecting schools. Glasshouses School is based in a small rural village and St Cuthbert's is based in a small rural town setting, both enjoying the privilege of being in the Nidderdale National Landscape which is a great resource for learning.

We are blessed with a hardworking and united team, staff who work relentlessly to ensure that every child in both of our schools receives the best education and the best support to meet the SEMH and SEND needs. Our ethos is very much about helping the children to be the best that they can be by developing the skills that are essential to them becoming upstanding members of the community. We believe that when you develop the personal characteristics for learning first, children have the confidence to shine.

The successful applicant will be supported by the SLT and wider leadership team and will have opportunities for CPD.

We believe that our children only have one primary education our passion must ensure we strive to create inspiring and engaging opportunities for every single pupil to achieve their very best academically and personally.

We foster strong links between home and school as we feel that parental involvement is vital and employ a Family Support Worker.

Further information can be found on our website:

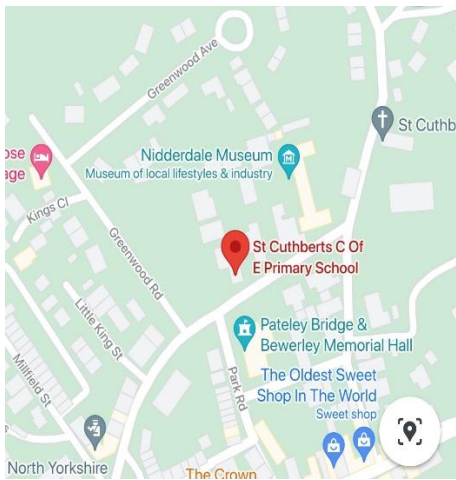
<https://uppernidderdalefed.school>

# HOW TO FIND US

Glasshouses Community Primary School  
Glasshouses  
Harrogate  
HG3 5QH

Telephone: 01423 711440

Email: [admingh@uppernidderdalefed.school](mailto:admingh@uppernidderdalefed.school)



St Cuthbert's CE Primary School  
King Street  
Pateley Bridge  
Harrogate  
HG3 5LE

Telephone: 01423 711407

Email: [adminstc@uppernidderdalefed.school](mailto:adminstc@uppernidderdalefed.school)

# JOB DESCRIPTION

<b>POST:</b>	<b>Higher Level Teaching Assistant (HLTA)</b>
<b>GRADE:</b>	Grade C/D – G – depending on experience
<b>RESPONSIBLE TO:</b>	SLT and Leadership
<b>STAFF MANAGED:</b>	None
<b>POST REF:</b>	
<b>JOB PURPOSE:</b>	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To advance pupils’ learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils’ achievement, progress and development, under the direction of the class/subject teacher.</p>
<b>JOB CONTEXT:</b>	<p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Cover short term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour</li> <li>• Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs</li> <li>• Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn, and work independently</li> <li>• Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence</li> </ul>

	<ul style="list-style-type: none"> <li>• Support pupils in their social and emotional wellbeing, and develop and implement related social, health and physical programmes</li> <li>• Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison</li> <li>• Encourage and motivate pupils to promote independence and resilience and increase self-esteem</li> <li>• Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.</li> <li>• Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils</li> <li>• Provide supervision during breaks as required</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links.</li> <li>• Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> </ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"> <li>• Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence</li> <li>• Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>• Participate in staff meetings</li> <li>• Share information about pupils with teachers and other professionals as required</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>• Assist pupils with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence</li> <li>• Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate</li> </ul>
<b>Administration/ Other</b>	<ul style="list-style-type: none"> <li>• Organise and manage an appropriate learning environment and resources</li> <li>• Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements</li> <li>• Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning</li> <li>• Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls</li> </ul>

	<ul style="list-style-type: none"> <li>• Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations</li> <li>• Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor</li> <li>• Participate in training and appraisal</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all pupils</li> <li>• Ensure services are delivered in accordance with the aims of the equality Policy Statement</li> <li>• Develop own and team members understanding of equality issues</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>• The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values</li> </ul>
Date of Issue:	

# PERSON SPECIFICATION

Essential upon appointment	Desirable on appointment
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Good understanding of child/young people’s development and learning processes</li> <li>• Understanding of individual children and young peoples’ needs</li> <li>• An understanding that children/Young people have differing needs and knowledge of inclusive practice</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Behaviour Management techniques</li> <li>• Knowledge of Child Protection and Health &amp; Safety legislations and procedures</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Significant experience of working with children in an education setting</li> <li>• CACHE Level 3 childcare qualification</li> <li>• EYFS curriculum experience</li> <li>• Pediatric First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering evidence based interventions that accelerate learning</li> <li>• Experience in a relevant specialism e.g. Art/Music/Sport/Forest Schools</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe</li> <li>• Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers</li> </ul>	
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Level 2 numeracy &amp; literacy qualification or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• HLTA status</li> <li>• Relevant NVQ level 4 or foundation degree</li> </ul>
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Demonstrable interpersonal skills</li> <li>• Ability to work successfully in a team</li> <li>• Able to exercise judgement</li> <li>• Confidentiality</li> <li>• Flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> </ul>
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• To be committed to the school's policies and ethos</li> <li>• To be committed to Continuing Professional Development</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours and attitudes</li> <li>• Ability to use authority and maintaining discipline</li> <li>• An empathy for equality &amp; diversity</li> <li>• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post</li> </ul>	