



Candidate Information Pack

Higher Level Teaching Assistant

Required: June 2026

Closing Date: Monday 1st June at 9am

Interview Date: W/C 1st June 2026



Welcome to Burton Borough School a proud member of the Learning Community Trust

Dear candidate,

We are committed to providing a high-quality education that prepares our students for a happy, successful life and enables them to make a positive contribution to society. Our school is built on the values of ambitious, proud, and caring. We believe that these values are essential in shaping the character of our students and preparing them for the future.

At BBS, we understand that education is not just about academic excellence, but also about fostering strong relationships with families and the community. We believe that working in partnership with families and the community is crucial in providing a holistic education for our students. We encourage parents and guardians to be actively involved in their child's education and to work with us in creating a supportive and enriching learning environment.

Our dedicated team of teachers and staff are committed to providing the best possible education for our students. We believe that every child has the potential to succeed and we strive to create an environment that nurtures and supports this potential. We offer a wide range of programs and activities that cater to the diverse interests and needs of our students.

At BBS, we place a strong emphasis on learning and getting a good education. We believe that education is the key to unlocking a world of opportunities and possibilities for our students. Our curriculum is designed to challenge and inspire our students, and our teachers are dedicated to helping each student reach their full potential.

Thank you for considering BBS for your child's education. We look forward to working with you and your family in providing the best possible education for your child.

Yours sincerely,

Mrs C Bedford

Principal
Burton Borough School

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About the School

It is an exciting time to be joining BBS. In April Ofsted noted in its inspection that “leaders are driven and determined” and that the school is “taking effective action to improve the quality of education”.

This year we have converted to a horizontal pastoral structure to ensure we can give bespoke support at each year group level. We have also embedded a whole team devoted to our Year 7 cohort as we recognise the need to nurture following lost learning at such a young age. We take pastoral care incredibly seriously at BBS and have a superb team of staff who always put the interests of the community first.

The school is implementing a new and innovative Teaching and Learning strategy which has been created by the staff team, matching the needs of our school and its community. Staff who have a passion within this area will find that there are numerous opportunities to share good practice and get involved in developing pedagogy throughout the school and across our Primary Cluster.

As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things.



Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their ECT or working with staff who aspire to leadership.

We extend this CPD throughout our staffing structure. Both the SEND and Pastoral teams have weekly CPD enabling them to develop professionally and ensure that we have highly trained and knowledgeable staff who can understand the needs and requirements of all of our students.



Job Title:	Higher Level Teaching Assistant	Salary:	Scale 6 (£23,360 - £24,961)	Work Schedule:	32 hrs per week
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Location of Role:	Burton Borough School
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Trust Mission and Vision

Mission Statement: Providing a formidable education, within the classroom and beyond, to inspire the next generation of global citizens

Vision: Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.

Role Specific Information

Main purpose of role	<p>To complement the professional work of the SENDCo, Assistant SENDCo and teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups, monitoring, recording and reporting on pupil's achievement, progress and development and working closely with parents, students and teaching staff to ensure a unified approach to quality first teaching.</p> <p>Responsibility for other teaching assistants within the team, including allocation and monitoring of work, appraisal, and training.</p>
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Duties and Responsibilities	<p>SUPPORT FOR PUPILS</p> <ul style="list-style-type: none"> • Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning. • Establish productive working relationships with pupils, acting as a role model and setting high expectations • Develop and implement Provision Mapping, attend Annual Reviews, CAF and TAC meetings, Parents meetings, Coffee mornings, Open Evenings and target setting day etc as required • Promote the inclusion and acceptance of all pupils within the classroom and when on Work or College placements • Support pupils consistently whilst recognising and responding to their individual needs • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities • Promote independence and employ strategies to recognise and reward achievement of self-reliance • Provide feedback to pupils in relation to progress and achievement • Ensure that students have the required timetable and support package to ensure that they make progress at least in line with other students at school • Support any students with personal care as required including completing manual handling and Evac training. • Lead on the transition of SEND students from Primary setting. • Gather and explore a range of information from primary settings and relevant partners to build an evolving understanding of pupils' emerging needs and potential support approaches. • Create flexible, pupil-centred profiles that highlight key strengths and considerations, offering adaptable guidance to inform transition planning and inclusive practice. • Build early connections with pupils through supportive interactions and tailored transition experiences that nurture confidence, emotional readiness, and a positive start to secondary school.
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SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources
- Direct staff towards pupil passports and aid staff in ensuring quality first teaching within the classroom
- Work with teaching staff to provide overlearning opportunities for students
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as required
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher/SENDCo/Assistant SENDCo, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Foster positive, ongoing communication between primary settings, families, and the secondary school to support a smooth and consistent transition.
- Build collaborative relationships with key staff and partners to share insights and maintain continuity of support for pupils.
- Contribute to coordinated transition planning by helping ensure that essential information and supportive strategies are understood and embedded across the school.

SUPPORT FOR THE CURRICULUM

- Deliver high quality 1-1 and small group work within the schools alternative provisions and to ensure that work delivered within these settings is of a high standard resulting in progress at least in line with expectancy
- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Deploy staff effectively to ensure progress made by students is at least in line with expectancy
- Work alongside departments and staff to help implement strategies of support for students with SEND within mainstream lessons
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

	<ul style="list-style-type: none"> • Deliver out of school learning activities within guidelines established by the school <p>SUPPORT FOR THE SCHOOL</p> <ul style="list-style-type: none"> • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils • Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils including attending the Inclusion Panel • Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
<p>Contacts & Relationships</p>	<ul style="list-style-type: none"> • With students – daily, assessing needs, providing care and support • With student’s parents/carers – at least weekly, providing advice and support • With professionals linked to students – as required dependant on need/care plans etc. • With visitors, or other external bodies – as required • With staff within school – daily, providing advice and support • Establish constructive relationships and communicate with other agencies / professionals, sharing information
<p>Creativity</p>	<ul style="list-style-type: none"> • Create and maintain a purposeful and supportive environment in order to work with individual or groups of students • Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate • Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence • Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment • Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence • Administer and assess/mark tests and invigilate exams/tests • Production of lesson plans, worksheet, plans etc. • Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs • Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
<p>Decisions</p>	<ul style="list-style-type: none"> • Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills • Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person

	<ul style="list-style-type: none"> • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school
Management & Supervision	<ul style="list-style-type: none"> • Manage Teaching Assistants at individual times • Liaise between managers/teaching staff and teaching assistants • Hold regular team meetings with managed staff • Represent teaching assistants at teaching staff/management/other appropriate meetings • Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants • Lead, organise and direct support staff within the classroom.
Supervision Received	<ul style="list-style-type: none"> • Responsible to the SENDCo to conduct annual supervision and performance management. • Participate in the performance management system for the appraisal of their own performance, or that of other staff.
Complexity	<ul style="list-style-type: none"> • You will complete a range of routine work with some variation in line with the secondary school curriculum.
Resources	<ul style="list-style-type: none"> • Organise and manage appropriate learning environment and resources • Use ICT effectively to support learning activities and develop students' competence and independence in its use • Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds • Advise on appropriate deployment and use of specialist aid/resources/equipment. • The postholder may have access to sensitive and detailed information concerning a student and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family.
Impact	<ul style="list-style-type: none"> • All students make excellent progress and attainment • All students are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff • The culture and ethos of the school is reflected in all activities and interactions that involve our staff on and off site • Ensuring good behaviour and welfare requirements are maintained at school that keep students safe
Physical Demands	<ul style="list-style-type: none"> • To maintain good general health and mobility to support students indoors and outdoors when standing, sitting or moving • This post will include the need for personal care of students where required. Training on appropriate manual handling and evacuation chair training will be given • Be able to work as part of a successful, hard-working, dedicated team • The level of physical demands would be that expected of a typical role involving working with young children in a school, such as working at the same height as the pupils, preparing resources, carrying equipment. There may be the occasional demand for more than this. However, this would not be a typical or significant part of the job
Working Environment	<ul style="list-style-type: none"> • The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site.

	<ul style="list-style-type: none"> • In the main this post works in an office/classroom setting with appropriate heat, ventilation and lighting. • There may be occasional exposure to conditions such as would be found outside; for example travelling for meetings and site visits. • Occasionally may deal with students and/or families regarding difficult or distressing matters which may result in receiving verbal abuse This would be referred through the Safeguarding channels in line with the school policy
Emotional Context	<ul style="list-style-type: none"> • To be able to deal with emotionally stressful situations that may arise from working with students, families and colleagues • To be aware of personal stress levels and alert senior staff if issues arise • To participate in supervision activities to address any emotionally stressful experiences • To occasionally deal with emotional / distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers
Specific additional role based on specific appointment:	
<p>This job description may be reviewed as part of the appraisal process and may be subject to amendment or modification after consultation with the post holder</p> <p>It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holders' professional responsibilities and duties, including the provision of high-quality teaching and learning across the Academy and the pastoral care of the pupils in their charge.</p> <p>Elements of this job description and changes to it may be negotiated at the request of the principal or the Learning Community Trust or the incumbent of the post.</p>	

Person Specification

CRITERIA	QUALITIES
Qualifications	<ul style="list-style-type: none"> • Higher Level Teaching Assistant qualification or equivalent qualification/experience • Excellent numeracy/literacy skills –equivalent to NVQ Level 2 in English and Maths • Training in relevant learning strategies e.g. literacy, numeracy • Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT
Experience	<ul style="list-style-type: none"> • Experience working with children of a similar age range • Experience of classroom based support • Experience of managing a team of staff would be advantageous • Experience of assessment and planning services to improve outcomes for children and families • Experience of using policies and procedures to benefit children and families
Knowledge	<ul style="list-style-type: none"> • Can use ICT effectively to support learning • Full working knowledge of relevant polices/codes of practice/legislation • Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies • Good understanding of child development and learning processes • Understanding of statutory frameworks relating to teaching • Constantly improve own practice/knowledge through self-evaluation and learning from others
Skills	<ul style="list-style-type: none"> • Good numerical skills to undertake a variety of tasks, e.g. maintaining accounts for schools activities, producing financial reports • Good literacy skills to undertake a variety of tasks, e.g. minute taking, maintaining diary(ies) producing correspondence • Good ICT skills, e.g. production of reports, correspondence, inputting / updating information • Able to relate well to children and adults, often on behalf of the SENDCo, e.g. dealing with visitors, passing information / messages to other staff, dealing with sick children, providing advice • Ability to organise, lead and motivate a team • Some need to use analytical, judgmental, creative and developmental skills • Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues • Able to maintain confidentiality • Able to work accurately and with attention to detail • Alertness and concentration, e.g. producing financial information, minute taking and drafting correspondence • Able to undertake short term planning, e.g. managing own workload, managing the work of others, ensuring deadlines are met, planning for school activities, e.g. school trips / sports day • Able to deal with more complex queries and know when to refer to more senior staff • Ability to relate well to children and adults • Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these • Able to self-evaluate learning needs and actively seek learning opportunities

Personal qualities	<ul style="list-style-type: none"> • Customer focused • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener • Takes responsibility and accountability • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Is committed to the provision and improvement of quality service provision • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive • Has the ability to learn from experiences and challenges • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
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This post has been identified as a customer facing role and therefore the Learning Community Trust is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As an academy the Trust is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring level C Proficient User under the Common European Framework of Reference for Language (CEFR).

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Standard Disclosure	
Enhanced Disclosure	x
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Safeguarding

BBS fully recognises its responsibility to safeguard and promote the welfare of students and young people. We are committed to ensuring that students have opportunity to thrive within a safe learning and working environment. Our school expect all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students.
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse.
4. Supporting students who have been abused in accordance with their agreed protection plan.
5. Establishing a safe environment in which students can learn and develop.



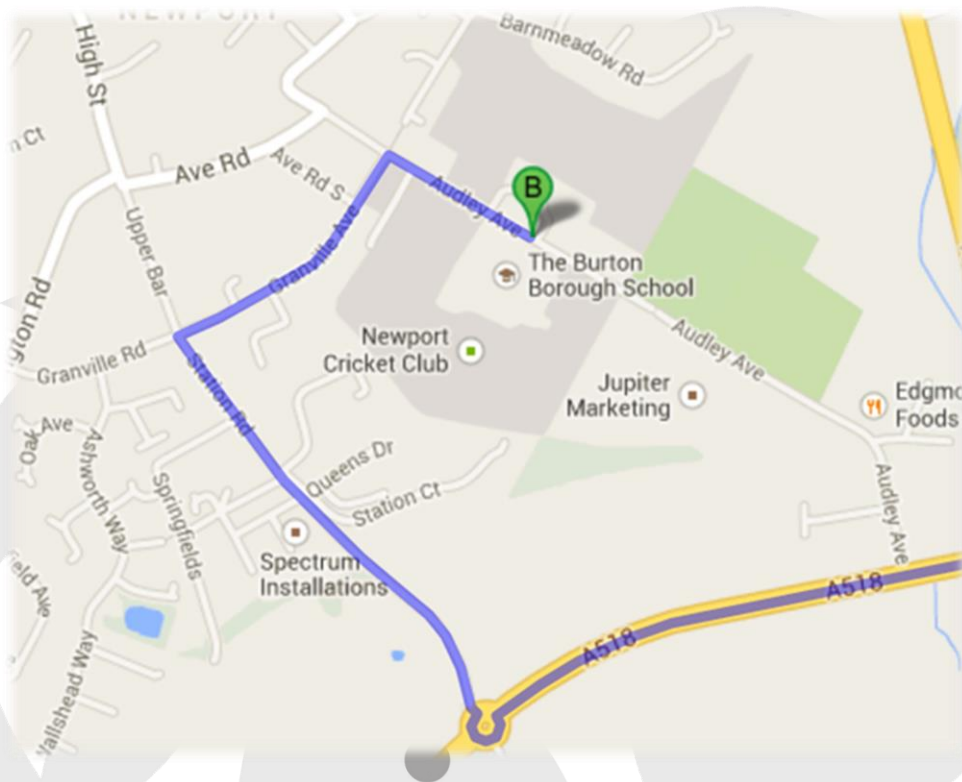
The staff at BBS are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectation in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result as risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby.



How to find us

From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport.

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport.

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