



Enquire Learning Trust Application Pack

Level 4 Teaching Assistant

Reference Number: **ELTAPR2605**

High Clarence Primary Academy
Port Clarence Road
TS2 1SY



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The Enquire Learning Trust

We are a multi-academy trust currently responsible for 32 academies in four clusters across the North of England; North East Lincolnshire, Hull, Manchester, Teesside and North Yorkshire.

We work in complete collaboration with each of our academies and place a strong emphasis on school-to-school support and learning. Our academies work in collaboration with one another, sharing both their talent and ideas with others, giving employees the opportunity to learn from individuals within our other academies.

We recognise that the most important assets we have are our employees, and for our academies to succeed we need to ensure we employ the very best people in every single role. Our core values and beliefs are consistent throughout all of our academies, and our keys to success are at the heart of everything we do.

Every role across the Trust is valued, appreciated and purposeful. We believe that the outcome of every role across the Trust should improve the education each of our learners receive. Whether teaching, support or leadership, every single role is vital to the success of our academies.

We also recognise that all of our academies are different, and we encourage individuality. Whilst we believe our academies should work together to support best practice and to share ideas, we don't believe that implementing blanket priorities and objectives is pertinent to a successful academy, and we encourage autonomy for academy leaders wherever possible.

Values

- We believe that all learners can be powerful learners given access to extraordinary learning experiences. We want children and the academies they attend to be confident, successful and ambitious.
- We envisage a Trust where well led, highly skilled and committed professionals collaborate, learn and innovate together to ensure that all academies are successful and where all learners have access to effective and innovative provision that meets their needs and aspirations.
- We want to add value to achievement and raise standards. We also want to change lives. We know this requires our provision and our practice to be world-class – because of the distance we have to travel, we understand that good will not be good enough and that we need to develop a shared appreciation of excellence and then strive to enact this every day.
- We take learning seriously and work together to create a vibrant culture in which this can happen. We know that it's what we do that counts and that our thinking must be visible in classrooms if it is to have leverage. Children are at the forefront of all that we do and aspire to do. We take serious steps to engage them, to hear their voice in authentic ways and then to use their insight and expertise to develop radical pedagogies that tap into their passions and interests and use the potential of emergent technologies.

High Clarence is a small primary school situated in Port Clarence, Stockton. Our school values are at the heart of our school; Happiness, Ambition, Resilience, Healthiness and Respect and they are reflected in all that we do.

High Clarence is a great place to work. Staff wellbeing isn't a token gesture at High Clarence – taking care of each other is who we are. And, as part of the Enquire Learning Trust, we offer exceptional professional development opportunities and effective partnership working.

Our aim is that High Clarence Academy is a safe and nurturing place, where all children, staff and visitors feel welcome and valued and believe that together we can achieve anything. Children learn best when they are happy and confident and we want every child to achieve the very best they can. We encourage them to challenge themselves and to be proud of all their achievements.

We offer a personalised approach to teaching and learning. Our curriculum is engaging and exciting. It is designed to interest the children and meet their needs so that all children are keen to come to school and keen to learn.

We know that children learn best when parents and school work closely together and we value your support to ensure every child has the very best opportunity to succeed. We look forward to working with you.

The Academy will endeavour to raise the achievement and aspirations of every child through our 5 school values.

Happiness: We have a strong emphasis on happiness in school and this is encouraged at a personal, class, school and community level.

Ambition: We have the highest expectations of ourselves and others, and foster self-belief and pride in our community.

Resilience: Children's resilience and hunger for learning leads to celebrated success.

Healthiness: We show positive attitudes towards mental health, thinking positively and staying healthy. Fitness is not only physical health, but also mental health.

Respect: We are polite, kind, tolerant of others and show empathy for all members of the community.

School works with the community in order to help children and their families encompass the values of spiritual, social, moral and cultural development. Through ensuring effective teaching of SMSC, school will actively promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect of and tolerance of different faiths, cultures and beliefs, including those of no faith.

Safeguarding is a strong feature in school and ensures everybody works together for the well-being of the children and their families.

Our future lies in our youth; in nurturing an educated, engaged, caring and empowered generation of young people.

EAP Programme



The Trust offers a plan through Health Assured which provides access to valuable health and wellbeing services.

Key Features:

- Unlimited access to 24/7 confidential telephone helpline
- Up to 10 sessions of face to face, telephone and online counselling
- Access to the portal and wisdom app
- Coverage for spouse/partner and dependants
- Medical information line including articles, webinars and podcasts
- Menopause Support access to other resources such as 'Menopause Matters'
- Access to Perks and Discounts
- Online and mobile access, anywhere and anytime
- Self-help guides, mood and wellness trackers

HIGH CLARENCE ACADEMY (THE ENQUIRE LEARNING TRUST)



Job Title (HLTA Level 4)
Reference Number: ELTAPR2605

Working Hours: 30

Working Weeks: Term Time Only

Salary Scale Range: Grade NJC 18-22

Contract Type: Fixed Term – one term only

Start Date: 5th May 2026

Location (school name and address): High Clarence Primary Academy, Port Clarence Road, TS2 1SY.

About us

High Clarence Academy is a small primary school situated in Port Clarence, Stockton.

Our school values are at the heart of our school; Happiness, Ambition, Resilience, Healthiness and Respect and they are reflected in all that we do.

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About the role

We have an exciting opportunity for a passionate and skilled HLTA to work at High Clarence Academy. The role will include supporting learners, by working with them in the classroom, delivering small-group sessions and working 1:1 with SEND children.

What we are looking for

We are seeking to appoint a highly motivated and energetic professional who:

- Is qualified at Level 4
- Has successful experience working with children with SEND needs
- Is committed to working in a team environment
- Is caring, compassionate and dedicated to making a difference
- Is highly organised and has a positive attitude towards work

What we can offer

Membership of – Tyne and Wear Pension Fund in partnership with Teesside Pension Fund

Opportunities for development and progression

Employee Assistance Programme provided by Health Assured

Cycle to Work Scheme

Lifestyle savings

Working arrangements

8.30 a.m. – 3.30 p.m., Monday to Friday

For more information, please contact (*Sue Wastell, Academy Business Manager,*
s.wastell@highclarenceacademy.org 01642 561237

Visits to school are welcome please contact the school office on 01642 561237 to arrange.

How to apply

You can apply for this position by visiting [The Enquire Learning Trust](#)

Closing date and time: Wednesday, 29th April 2026, midday.

Shortlisting: Thursday, 30th April 2026

Interview Date: Friday, 1st May 2026

DBS/Safeguarding Statement

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. As this post involves access to children or vulnerable adults, the successful applicant will be required to obtain an **Enhanced Disclosure from the DBS**



JOB DESCRIPTION

Post Title:	Level 4 Teaching Assistant
Grade:	NJC18 - 22
Responsible to:	Working under the guidance of teaching staff, Vice Principal and Principal.
Responsible for:	Support and guidance for Level 1, Level 2 and Level 3 Teaching Assistants (and the supervision of these staff where appropriate).

Main Purpose

To work under the guidance of Teaching staff, Vice Principal and Principal to implement agreed work programmes with individuals / groups both within and out of the classroom. To work with all pupils spanning Early Years, Foundation stage, Key Stages 1 and 2 to deliver a range of activities, support and enhance learning, personal and social development under the general direction of a senior leader. This may include the use of detailed and specialist knowledge in particular areas and will involve assisting the Teacher in the whole planning cycle and with the management / preparation of resources. The post holder will also supervise whole classes which may involve planning for the session and will need to respond to questions and generally assist pupils to undertake set activities. Where planning is required, the postholder will be given relevant planning time.

Duties and Responsibilities

1. Support for pupils

- Use specialist (Curricular/Learning) skills/training/experience to support pupils.
- Assist with the development and implementation of PDRs.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work cooperatively 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.
- Undertake activities with individuals, groups or a class of children in order to facilitate their physical, emotional and educational development within a safe environment.
- Work to establish a supportive relationship with the parents concerned in order to facilitate effective communication and partnership between school and home.
- Carrying out pre-determined educational activities and work programmes ensuring that specific guidelines are followed whilst promoting independent learning to support the children's understanding.
- Encouraging acceptance and inclusion of the child with special needs to support achievement and development.
- Promoting and reinforcing the child's self-esteem and encourage the child to maximise their achievement and development.

2. Higher Level Accountabilities

- Attend planning meetings and under the overall direction and guidance of the teacher, contribute to the short, medium and long term planning and preparation of lessons.
- Plan prepare and deliver lessons, where appropriate, including delivery of specific interventions to pupils.

- Monitoring, evaluating and providing teachers with feedback on pupils' participation and progress.
- Contributing to the maintenance of pupils' records.
- Help pupils make progress in a range of classroom settings including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Support teachers in selecting and preparing teaching resources that meet the pupils' needs and interests. Liaise with the class teacher to devise complementary learning activities.
- Supervise a group of Teaching Assistants.

3. Support the teacher

- Work with the Teacher to establish an appropriate learning environment.
- Work with the Teacher in lesson planning, evaluating and adjusting lesson/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.
- Provide objective and accurate feedback and reports, as required, to the Teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records, as agreed with the Teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress as appropriate.
- Liaise sensitively and effectively with parents/carers as agreed with the Teacher and participate in feedback sessions/meetings with parents/carers.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/administrative support, e.g. administer coursework, produce worksheets for agreed activities etc.
- Attend and contribute to annual review meetings with parents and other professionals in order to support the monitoring and development of the child where appropriate.

3. Support the school

- Contribute to the overall ethos/aims of the academy.
 - Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.
 - Taking responsibility for securing the maintenance of specific equipment in school and to have responsibility for specific aspects of health and safety.
 - To have skills which can be utilised in class such as gardening, drama, craft etc.
 - Being aware of the school's policies and procedures.
 - Being aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences as appropriate.
 - Assisting with out of school activities such as open days, school performances etc.
 - Carrying out the duties of classroom assistants and teaching assistants detailed below (general key tasks) as required or directed.
 - Contributing to behaviour management of pupils in accordance with the school policy and guidance.
 - Work within the framework of the school's agreed policies and procedures.
 - Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
 - Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
 - Contribute to the overall ethos/aims of the academy.
 - Establish constructive relationships and communicate with other agencies/professionals, in liaison with the Teacher, to support achievement and progress of pupils.
 - Attend and participate in relevant meetings as required.
 - Participate in training and other learning activities as required.
 - Recognise own strengths and areas of expertise and use these to achieve and support others.
 - Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

- Undertake planned supervision of pupils' out of school hours learning activities.

4. Support the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implement 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 relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post, subject to the proviso that any significant, substantial or permanent changes shall be incorporated into the job description in specific terms.

5. To cover during lunchtimes, as and when necessary:

- Supervise children, monitor their wellbeing and intervene to resolve non-routine issues using appropriate techniques and strategies to maintain behaviour standards.
- Resolve or report any areas of concern to ensure compliance with good practice.
- Intervene in serious pupil related incidents to ensure understanding and use appropriate responses to ensure compliance with behaviour standards and school policy.
- Identify and respond to pastoral concerns related to individual pupils.
- Care for children's routine personal needs, maintaining dignity and respect and develop awareness of personal hygiene and cleanliness.
- Monitor pupils' conduct and behaviour throughout lunch-time to resolve complex, difficult or challenging issues using appropriate techniques, skills strategies and routine sanctions to de-escalate potentially difficult situations or resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.

6. General

Postholders to be responsible for supporting and advising trainee teaching assistants. They are also expected to provide feedback to pupils in relation to progress and achievement.

Postholders will be required to possess (or be in training for) the NVQ for Teaching Assistants or an equivalent qualification or experience, together with experience in the relevant strategies (e.g., Literacy and / or particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, Maths, English, CACHE etc.)

All Teaching Assistants are required to undertake First Aid training.

The following knowledge/skills will be required:

- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.
- Understanding of principles of child development and learning processes.
- Ability to relate well to children and adults.
- Meet the requirements of the Enquire Learning Trust's Professional Standards for Teaching Assistants.

PERSON SPECIFICATION

POST TITLE: Teaching Assistant Level 4

GRADE: SCP 18 - 22

	Essential	Desirable
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • Requirement to complete DCSF Teaching Assistant Induction Programme • Willingness to participate in relevant training and development opportunities • NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience as a Teaching Assistant • Qualifications at GCSE level or equivalent in Maths and English 	<ul style="list-style-type: none"> • HLTA status/NVQ Level 4 or equivalent qualification in relevant discipline • First Aid training or willingness to undertake appointed person certificate in First Aid • Child Protection training • Training in the literacy/numeracy strategy • Training in Special Educational Needs strategies
EXPERIENCE:	<ul style="list-style-type: none"> • Recent and relevant experience of working with children within an education setting, within a specified age range/subject area 	<ul style="list-style-type: none"> • Experience of working in a school environment
SKILLS/ KNOWLEDGE:	<ul style="list-style-type: none"> • Ability to relate well to children and adults • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate • Ability to adapt own approach in accordance with pupils needs • Understanding of statutory frameworks relating to teaching & learning 	<ul style="list-style-type: none"> • Relevant knowledge of First Aid • Knowledge of Child Protection • Equal Opportunities and recognising the nature of the diverse school community • Understanding of basic technology – computer, video, photocopier etc

	<ul style="list-style-type: none"> • Ability to continually develop and extend own working practices • Working knowledge of relevant policies/codes of practice/legislation • Advanced understanding of national curriculum and other basic learning Programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects • Understanding of principles of child development, learning styles and independent learning • Specialist subject knowledge/curriculum/resources (<i>enter here if required by school</i>) • Experience of resources preparation to support learning programmes • Effective use of ICT to support learning • Experience of resources preparation to support learning programmes • Excellent communication skills • Excellent numeracy and literacy skills • Be able to maintain confidentiality • Excellent listening skills • The ability to manage behaviour of children in a positive and supportive manner • Awareness and basic understanding of the school curriculum (within specified age range or subject area) • General awareness of inclusion, especially within a school setting 	
<p>PERSONAL AND PROFESSIONAL ATTRIBUTES:</p>	<ul style="list-style-type: none"> • Friendly, approachable and professional manner • Calm approach • A commitment to working as part of the whole school team and supporting the vision and aims of the school • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment 	

	<p>to raising their educational achievements</p> <ul style="list-style-type: none">• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners• Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work• Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning• Able to improve their own practice through observations, evaluation and discussion with colleagues	
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**High Clarence Primary Academy
Port Clarence Road
Stockton
TS2 1SY
Principal: Mrs Nicola Caraher
Telephone: 01642 561237
Email: highclarence@highclarenceacademy.org**

The Enquire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All ID and qualification checks will be made prior to appointment, as will online searches of candidates (Keeping Children Safe in Education 2023). Any offer of employment will be subject to receipt of a satisfactory Disclosure & Barring Service check and Disqualification by Association Disclosure.

DISCLOSURE AND BARRING AND RECRUITMENT CHECKS

The Trust is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that's considered relevant to the role. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.

For posts in regulated activity, the DBS check will include a barred list check.

It is an offence to seek employment in regulated activity if you are on a barred list.

We'll use the DBS check to ensure we comply with the Childcare Disqualification Regulations. It is an offence to provide or manage childcare covered by these regulations if you are disqualified.

Any data processed as part of the DBS check will be processed in accordance with data protection regulations and the trusts information governance policy which can be found on the website.

Please note this post is in regulated activity and exempt from the rehabilitation of Offenders Act 1974 and subject to satisfactory references and an enhanced DBS criminal records and barred list check for work with children. An online search may be undertaken as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with [Keeping Children Safe in Education](#).

Any job offer will be conditional on the satisfactory completion of the necessary pre-employment checks. Only applicants who have been shortlisted will be asked for a self-declaration of their criminal record or information that would make them unsuitable for the position. Any convictions that are self-disclosed or listed on a DBS check will be considered on a case-by-case basis.

All documentation will be treated confidentially and processed in accordance with Data Protection regulations