



Northern
Lights

LEARNING TRUST

**HIGHER LEVEL TEACHING ASSISTANT
(HLTA) AT
BENEDICT BISCOP CE ACADEMY
APPLICATION
PACK**



Northern Lights



We are a Multi-Academy Trust currently comprising ten schools – primary and secondary – and over 4,200 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.



We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Firthmoor Primary School
Darlington



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St Helen's Primary School
Hartlepool



St Peter's Elwick CE Primary School
Hartlepool



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

- Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Class Teacher within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 8 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4200 pupils and employ over 600 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton
Chief Executive Officer

Welcome from the Headteacher

Thank you for your interest in our current vacancy at Benedict Biscop C.E. Academy.



Benedict Biscop CE Academy is a popular and oversubscribed school, with increasing numbers on roll, following a school expansion and increase in PAN in recent years. At Benedict Biscop C.E. Academy, we are committed to providing the highest quality education and we are continuously striving to improve and innovate in order to deliver the best possible educational experiences to our pupils.

The school is currently rated outstanding by Ofsted and SIAMS and we are the lead primary school in the Northern Lights Teaching School Hub, who deliver National Professional Qualifications, the Early Career Framework and Initial Teacher Training (ITT) across the region. Additionally, we are honoured to serve as the lead school for the Northern Lights Early Years Stronger Practice Hub, recognised for our outstanding EYFS provision. Being part of a strong growing trust, we offer numerous opportunities for collaboration, professional development, and the chance to work across multiple phases of education.

Our strong Christian ethos underpins everything we do, and we firmly believe in educating the whole child. Our school vision, With God, all things are possible, permeates our approach to education and pastoral care.

We are looking for passionate individuals who share our values and are dedicated to making a positive impact on the lives of young people. If you are enthusiastic, innovative, and committed to providing an exceptional learning environment for children, then we would love to hear from you.

Please find attached further details about the vacancy we currently have available. If you would like to discuss the role in more detail or visit the school, please do not hesitate to get in touch.

Kindest regards,

Sarah Armstrong
Headteacher

HLTA

**Permanent position required from Sept 2026
at Benedict Biscop CE Academy**

**NJC SCP 8-11 FTE
37 hours per week (TTO plus INSET days)**

Do you...

- Have high expectations of learning and behaviour and inspire and motivate our children.
- Support, nurture and understand with high expectations.
- Seek to make learning exciting and a positive experience.
- Communicate well with parents, carers and members of staff, as well as pupils.
- Strive to be driven and proactive.
- Work well as part of a team.
- Show willingness to contribute to school life outside of the classroom.
- Consider yourself to be IT literate.

If this is you, we would really welcome your application

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare and benefits package including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

| | |
|--|--------------------------------------|
| Applications must be received by: | Monday 1 st June 2026 9am |
| Short Listing will take place on: | w/c 1 st June 2026 |
| Interviews will take place: | w/c 8 th June 2026 |

HOW TO APPLY:

Completed applications should be sent to Janet Logan, Office Manager at janet.logan@nllt.co.uk or if you prefer you can submit through post to or via post to Benedict Biscop CE Academy, Marcross Drive, Sunderland, SR3 2RE.

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact us on 0191 5947033, option 1.

Details of the school can be found on the school website here:

www.benedictbiscopacademy.co.uk

JOB DESCRIPTION

Post: Higher Level Teaching Assistant
Responsible to: Headteacher, Governors, Board of Trustees
Salary band: NJC SCP 8-11
Start date: Sept 2026

Purpose of Job:

To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes or identified pupils. The primary focus is to undertake educational activities with individuals, groups or whole classes within a framework agreed with and under the direction and supervision of a qualified teacher n.b. roles at this level deliver 'specified work' as defined by Section 133 of the Education Act 2002

OVERALL RESPONSIBILITY

To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.

WORKING UNDER THE DIRECT SUPERVISION AND GUIDANCE OF A TEACHER

- Liaising closely with teaching staff to assess the needs of pupils and assisting in the preparation, development and implementation of Individual Support Plans and/or other personalised learning plans
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision
- Plan, prepare and deliver specified learning activities to individuals, groups of pupils and whole classes modifying and adapting activities and the approach as necessary under the direction and supervision of a teacher
- Recording and reporting on the progress and achievement of pupils and participating in reviews of pupils' progress, development and attainment
- Mark work and give verbal feedback to pupils
- Assess the needs of pupils and use knowledge and specialist skills to support pupils learning
- Providing feedback to pupils and parents/carers in relation to progress, achievement, behaviour, attendance and other relevant areas
- Assisting in administering, invigilating and assessing/marking tests and examinations

- Liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils
- Providing advice, information and demonstrations to classroom and teaching assistants to assist in the development of their skills
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils
- Promote high standards of behaviour, employ effective de-escalation strategies and where necessary, exercise appropriate physical intervention
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate
- Provides specialist support to pupils in any or all of the following areas; pupils with learning, behavioural, communication, social, sensory or physical difficulties, gifted and talented pupils, pupils where English is not their first language, pupils who are not working to the normal timetable, or specific curriculum areas
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate
- Support independent learning and the inclusion of all pupils
- Support the raising of educational aspiration in all pupil/parent contact and provide constructive feedback on pupil attainment, learning and achievement
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use
- Contribute to the development of policy and procedure

INDICATIVE KNOWLEDGE, SKILLS AND EXPERIENCE

- Working at or towards the competency standards for Higher Level Teaching Assistants
- Level 3 NVQ as a minimum in teaching and learning OR equivalent areas linked to pupils and teaching
- Awareness of policy, procedures and legislation relating to child protection and health and safety.

PROFESSIONAL STANDARDS FOR TEACHING AND LEARNING SUPPORT STAFF:

- All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

PERSONAL AND PROFESSIONAL CONDUCT

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- Ongoing commitment to practice development through self-evaluation and awareness

KNOWLEDGE AND UNDERSTANDING

- Be willing to acquire the appropriate skills/qualifications/experience required for the role
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role

TEACHING AND LEARNING

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment

WORKING WITH OTHERS

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

SCHOOL ETHOS

- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school and parents/carers.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupil's home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.

PERSON SPECIFICATION

HLTA

| CATEGORY | ESSENTIAL | DESIRABLE | METHOD OF ASSESSMENT |
|-------------------------|---|--|---|
| APPLICATION FORM | 1. Completed application form | | Application |
| QUALIFICATIONS | 2. GCSE Grade C or above in English and Mathematics OR equivalent qualifications (A) (I) 3. HLTA qualification or higher OR evidence that HLTA qualification has commenced (A) (I) 4. Level 3 NVQ as a minimum in teaching and learning OR equivalent areas linked to pupils and teaching | 5. Evidence of further education (A) (I) 6. Professional awards linked to Teaching and Learning (A) (I) 7. Degree | Application form Interview |
| EXPERIENCE | 8. Experience of working within the primary age range (A) (I) 9. Experience of planning and assessing (A) (I) (R) 10. Experience of working and engaging effectively with parents/carers, | 13. Experience of effective liaison with multi agencies linked to education such as CAMHs, SALT etc. (A) (I) (R) 14. Experience of coaching | Application form Interview References |

| | | | |
|--|--|---|--|
| | <p>demonstrating a positive impact (A) (I) (R)</p> <p>11. Experience of working as part of a team (A) (I) (R)</p> <p>12. Experience of impact on attainment and achievement of pupils (A) (I) (R)</p> | <p>and mentoring colleagues</p> <p>15. Experience of covering lessons with Key Stage 1 and/or Key Stage 2</p> | |
| PROFESSIONAL KNOWLEDGE AND UNDERSTANDING | <p>16. Excellent communication and interpersonal skills (I) (R)</p> <p>17. Ability to plan effective lessons and deliver them to a high standard (A) (R)</p> <p>18. Knowledge and understanding of the SEND Code of practice (A) (I) (R)</p> <p>19. Knowledge and understanding of effective features that support teaching and learning (A) (I) (R)</p> <p>20. Knowledge and Understanding of the Early Years and National Curriculum (A) (I) (R)</p> | <p>25. Ability to utilise specialist knowledge and skillset to enhance Teaching and Learning (A) (I) (R)</p> <p>26. An area of subject specialism which could support, develop and enhance the Curriculum</p> | <p>Application form</p> <p>Interview</p> <p>References</p> |

| | | | |
|--------------------------------------|---|--|--|
| | <p>21. Ability to effectively manage pupils' behaviour using positive approaches in line with school policy (A) (I) (R)</p> <p>22. Be an effective role model for pupils by demonstrating positive values, attitudes and behaviour expected from pupils (A) (I) (R)</p> <p>23. Ability to identify areas for development during lessons and through marking/feedback as appropriate (A) (I) (R)</p> <p>24. Understanding of Safeguarding procedures (A) (I) (R)</p> | | |
| <p>SKILLS AND PERSONAL QUALITIES</p> | <p>27. Ability to communicate effectively in spoken form (I) (R)</p> <p>28. Well-developed work ethic (I) (R)</p> <p>29. Able to motivate and work well</p> | | <p>Application form Interview References</p> |

| | | | |
|--------------|--|---------------------------|-------------------------------------|
| | <p>within a team (I) (R)</p> <p>30. Commitment to own professional development and being a reflective practitioner(A) (I) (R)</p> <p>31. Enthusiasm for working with children of all abilities and starting points (A) (I) (R)</p> | | |
| OTHER | 32. Recommendation from both referees | 32. Strong Recommendation | References Enhanced DBS certificate |

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights 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.

An application for a DBS certificate will be submitted for all candidates once they have been

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

check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please contact hradmin@nllt.co.uk