

**Higher Level  
Teaching  
Assistant (HLTA)**  
(Fixed Term)  
**Job  
Information**



RGS  
NEWCASTLE

## Higher Level Teaching Assistant (HLTA)

Newcastle upon Tyne Royal Grammar School

Fixed Term Contract: Required as soon as possible until approximately October 2026



### THE POSITION

We are seeking to appoint an experienced HLTA on a fixed-term contract to work across Key Stages 2–5, reporting directly to the Head of Learning Support (SENDCo) and the Head of Junior School. The role is 33.25 hours per week, working 08:30am–16:30pm (Monday–Wednesday) and 07:45am–15:30pm (Thursday–Friday). Please note that working days and start times may vary across both school sites, so flexibility is essential. This position is initially offered for the full Autumn Term, with the potential for extension.

This role involves working very closely with the SENDCo (who is responsible for students from Y3 – 13) from a SEND specific point of view and the Head of Junior School for general matters. The role will focus on delivering targeted interventions and keeping accurate records of impact, liaising with teaching staff and parents and supporting students in lessons.

In the Junior School, we have around 270 children with a wide range of individual needs. The wider team in our dynamic and fast-paced Junior School includes more than 20 dedicated teachers, three excellent office staff, four committed play supervisors and three highly supportive Late Room supervisors.

Our Senior School, as the larger of our sites, is home to approximately 1,100 students from Year 7 through to Year 13. We support individuals across all four broad areas of need, with a wide range of experienced teaching and co-curricular teams working collaboratively to deliver a rich educational experience. At the heart of this provision, our Learning Support department offers a central, nurturing base for students who benefit from targeted intervention.

The Learning Support Department within RGS is a vibrant, busy and highly regarded department that sits at the heart of the school's ethos. The successful candidate will enjoy working with a team of dedicated professionals and will report to the Head of Learning Support - SENDCo. The SEND team in Junior School consists of a Lead TA and two part-time Teaching Assistants who deliver a range of interventions and provide supervision at break and lunch times. In senior school the department has a team of six colleagues with a wealth of experience in independent, maintained, special and specialist schools or units. Our aim is to ensure that every student can enjoy success in and out of the classroom, regardless of the barriers they may face.

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Job Description: HLTA (Fixed Term)

Closing Date: 9.00am Monday 22<sup>nd</sup> June 2026

Contact: James Miller [j.n.miller@rgs.newcastle.sch.uk](mailto:j.n.miller@rgs.newcastle.sch.uk) or Lorraine Cattle [l.cattle@rgs.newcastle.sch.uk](mailto:l.cattle@rgs.newcastle.sch.uk)



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## THE SCHOOL

In 1525, the Mayor of Newcastle, Thomas Horsley, wrote his will, in which he generously gifted his estate to fund a grammar school. Five centuries later, Horsley's vision lives on in the Royal Grammar School Newcastle's corridors and classrooms, and his philanthropic spirit drives the RGS's commitment to education.

Few schools can claim a 500-year history. Over the years, the RGS, has continued to flourish as the premier independent school in the North East of England and as one of the country's leading schools - consistently topping the regional table for academic excellence.

Today, RGS is a fully co-educational school with over 1,300 students aged 7-18 (Years 3 to 13). Its academically selective places are highly sought after. The school has more than 250 students in the Junior School, which shares the same outstanding site as the Senior School. Its Sixth Form is one of the largest in the independent sector, with more than 340 students.

While RGS prides itself on academic excellence, the school is also known for its emphasis on a holistic education. The school's 'There's More to Life' approach informs its holistic education, which is central to students' success, health and happiness.

RGS is based in the heart of Newcastle, immediately opposite Jesmond Metro station. The school occupies over 30 acres of land and has state-of-the-art facilities, including five brand new art studios, a new library, a modern Sixth Form Centre, a 25m swimming pool, two Sports Halls, a Performing Arts Centre, outdoor football/rugby pitches at Mooracres, an artificial turf pitch for hockey and the former County Cricket Ground.



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## Academic Success

RGS is a special place, known and respected throughout the whole country as well as the North East. It's a place where aspirations are high, results are outstanding, and opportunities are endless. Our students go on to study highly selective courses at the most sought-after universities but also leave the school realising that life outside the classroom has been equally beneficial.

In 2023, RGS was named the overall national 'Independent School of the Year' by The Telegraph Group's Independent School Parent Awards. The school was again named North East Independent Secondary School of the Year for Academic Excellence 2025 by The Sunday Times' Parent Power Schools Guide. Most recently, the school was named Independent Senior School of the Year at the TES Awards.

Academically, the school is highly selective. Students are assessed for entry at the key entry points (Y3, Y5, Y7, and a handful at Y9, plus Sixth Form). The biggest entry points are Y3 (60 students), Y7 (c.75 students) and Y12 (c.45 students). Beyond the academics, in Junior School (Y3-6), entry is assessed through activity days, whilst at Y7, students are assessed through online tests and an interaction day. Sixth Form entry is through interview only.

Students sit baseline tests in Y7, Y10, and Y12 – the average GLA CAT score for both the current Y7 and Y12 is 117. We have several students who have the assistance of our dedicated Learning Support Team, which works across Junior and Senior School.

## Co-curricular Activities

At RGS, students can choose from over 170 co-curricular activities, ranging from music, drama, and sports to unique options like e-sports and knitting. All students are encouraged to discover what excites and inspires them.

Sport is also a central part of life at RGS, with students actively participating in a variety of activities including hockey, cricket, and basketball, from early morning until late afternoon. RGS views sport as a fundamental vehicle for students to develop lifelong skills, character, resilience – and, above all, a love for daily movement.

While it may seem tricky to balance schoolwork with so many exciting co-curricular and sporting activities, RGS has found that students actively engaged outside the classroom often perform even better academically. Both programs are designed to help students develop essential life skills, from self-awareness to decision-making and self-organisation.

## Pastoral Care

We understand that all of our students are unique and different, and we strive to treat them as individuals, aiming to tailor our care to meet their needs.

That is why pastoral care is another critical cornerstone of RGS's holistic approach. Student well-being is embedded throughout school life, from a dedicated Form Teacher and an allocated Tutor to easy access to the school Medical Team and counsellors who work together to help students reach their full potential.



## THE JUNIOR SCHOOL

Coursing through the veins of the Junior School community are our 4 Superpowers. We expect the children, the staff and the parents to practise and demonstrate these qualities as often as they can in their everyday lives:



Sharing the site with the Senior School, the Junior School caters for boys and girls aged 7-11 with three parallel classes in Year 3 and Year 4 (approx. 20 per class) and three classes in Years 5 and 6 (approx. 24 per class), to give a total school roll of 270 presently. Selection is based on performance during Assessment Days for Year 3 entrants and an entrance Examination and Activity Day for Year 5 applicants.

The majority of the teaching takes place in Lambton House, for Years 3 and 4, and Brandling House for Years 5 and 6. Dedicated art and design technology rooms in Lambton House and a science lab and computer suite in Years 5 and 6 before transfer (without further assessment/selection) to the Senior School.

We aim to nurture a love for learning which helps our pupils make excellent progress across KS2, but more importantly, helps them to develop qualities that are crucial in the real world: curiosity, open-mindedness, resilience, resourcefulness collaboration and reflection.

In the Junior School, we encourage children to develop their abilities through active participation, and we pride ourselves on the wide range of activities and extra-curricular opportunities on offer. Sometimes it seems as if Junior School students are never in school!



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We have a comprehensive programme of outdoor activity. Currently Year 5 have a residential visit to the North Pennines, whilst Year 4 have a wonderful week in the stunning location of Patterdale in the Lake District. Year 6 spend the second week of the autumn term under canvas up in the Cheviots, at Kirknewton near Wooler and Year 3 have an overnight stay in the Centre at the same place in the summer term. Further afield students travel at Easter to ski in the French Alps and we are hoping to launch a Year 6 Sports Tour in the near future.

In sport, we want all boys and girls to participate, whilst also aiming for excellence, and there are inter-house competitions and school teams for rugby, hockey, football, netball, cross-country running, swimming, cricket, rounders, athletics, chess and gymnastics. These sports have clubs during the week (before, during and after school) and there are further clubs for fitness, fundamental movement and fencing. Teams compete at the highest levels. The school regularly has National Champions at gymnastics and swimming, and regional and HMC champions in rugby, hockey, chess and athletics.

Performing Arts in the Junior School are also of major importance, and the quality of music and dance performers and performances is tremendous. For example, the annual Dance Championship provides opportunity for display in all genres for boys and girls to celebrate their keenness for artistic movement; and the House Music event always showcases phenomenal talent

The RGS Junior School has around 20 members of teaching staff, and three teaching assistants. There is some staff cross-over into the Junior School from Senior School staff in music, dance, computing and PE/sport. Junior School staff are supportive, and the Staff Room is friendly and mixed in outlook with male and female colleagues of all ages. There is a very strong team spirit: this extends beyond the Junior School to the whole RGS staff which regularly comes together for staff training days and social events.



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## MAIN DUTIES AND RESPONSIBILITIES

### General

- Work under the supervision of the Head of Junior School and the Head of Learning Support - SENDCo.
- Liaise closely with the SENDCo to deliver interventions and provide effective support in classrooms across both our Junior and Senior school sites.
- Use specialist skills, training, and experience to support students in the classroom and during targeted interventions.
- Facilitate Year 3 Entrance and supplementary assessments administration throughout our admissions process.
- Assist in identifying pupils requiring additional learning support. Support teachers with the graduated approach to identifying and meeting learning needs
- Provide academic cover when required and maintain a visible presence during supervision times.
- Log and record relevant information on central databases using CPOMS & Provision Maps.
- Maintain and update SEND records, provision maps and pupil paperwork in collaboration with the SENDCo.
- Develop, monitor and review Learning Profiles and Learning Plans.
- Share observations, record and report on pupil progress to teachers and the SENDCo.
- Adapt teaching approaches to meet the needs of pupils with SEND, EAL or other additional needs.
- Establish productive working relationships with staff and students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom alongside advocating for and believing in equitable education for all.
- Support pupils' social, emotional and wellbeing needs in collaboration with pastoral and specialist staff.



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### Student Support:

- Plan and implement strategies to support pupils in their social development and their emotional well-being alongside Assistant Head Pastoral, Specialist ASC teacher and SENDCo.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Plan, develop and deliver a SEND curriculum in line with the requirements of the students and as outlined by the SENDCo.
- Ensure that the intervention approaches used are having the required impact on progress. Review and monitor progress using tools to benchmark progress such as entry and exit data.
- Arrange and manage regular learning support sessions for individuals and groups in consultation with teachers and SENDCo.
- Support the invigilation of assessments in both JS & SS sites.

### Curriculum Support:

- Communicate regularly with parents and teachers regarding support needs, plans and progress.
- Work with external professionals, when applicable.
- Maintain up-to-date knowledge of SEND best practice and access relevant training



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## SKILLS, EXPERIENCE AND QUALIFICATIONS

The following person specification indicates those areas of skills and personal characteristics, qualifications, training and experience that we are looking for:

### Qualifications and Training

#### Essential:

- HLTA status (or equivalent qualification).
- Level 3/4/5 for Higher Level Teaching Assistants (HLTA) or equivalent qualification and/or experience.
- Experience delivering a range of targeted interventions or specific literacy-focused interventions.
- Strong understanding of the broad areas of need, including experience of supporting students with Dyslexia, SpLD, ADHD, Autism, Executive Functioning and inclusive classroom practice.
- Have completed comprehensive training to understand individual needs/SEND Needs and be able to provide evidence of this.
- Ability to lead learning independently and manage groups effectively.
- Excellent communication, organisation and interpersonal skills.
- Understanding of safeguarding and SEND legislation.

#### Desirable:

- Level 5 qualification in Teaching Learners with Dyslexia/SpLD (e.g., Level 5 Diploma in Specialist Teaching).
- Appropriate first aid training





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## Knowledge & Experience

### Essential:

- Excellent numeracy/literacy skills and ICT Skills using Microsoft Office Suite.
- Knowledge of the four areas of need and experience of working with children with SEND
- Understanding of the strategies needed to effectively support and manage the learning of students with SEND.
- Experience of establishing successful learning relationships with a variety of children
- Working knowledge of KS3, GCSE & A Level curriculums and any other relevant learning programs/strategies.
- Understanding of principles of child development and learning processes.
- Ability to use ICT effectively to support learning.
- Ability to use other technology equipment such as reading pens and learning applications.
- Ability to self-evaluate personal development needs and actively seek learning opportunities.
- Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Excellent communication, organisation and interpersonal skills.

### Desirable:

- Demonstrated experience supporting teaching and learning across a range of key stages within diverse educational environments.
- Knowledge of assistive technology to support SpLD learners.

## Skills and Personal Characteristics

### Essential:

- A genuine liking of people and the ability to show warmth, good-humour, empathy, and sensitivity.
- Ability to communicate effectively with parents, students, and staff in a variety of ways.
- Understanding and commitment to equity of opportunity for all.
- Ability to work within a fast-paced, challenging environment.
- Awareness of and commitment to Equal Opportunities; a commitment to working with students from diverse backgrounds.
- Understanding of, and a commitment to the ethos of the school as a community.
- Tact, discretion, and diplomacy.
- Proactive and able to use own initiative to meet individual needs.
- An understanding of the wider issues of working with young people and a commitment to safeguarding children.

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## MAIN TERMS AND CONDITIONS

- The start date for this role will be as soon as possible following completion of the School's Safer Recruitment checks.
- The post will report to the Head of Junior School and sits within the School Operational Team.
- This is a fixed term role with the school, and the successful candidate will be employed on a term time only contract which includes attendance on all staff days and training days throughout the year. It is expected that the fixed term will be for the autumn term period initially.
- The successful candidate will also be expected to work the mandatory safeguarding training day in September each year, which is compulsory for all staff.
- The successful candidate may also be required to work on special limited events in school (e.g. RGS Day) with advance notice being given by the school.
- The normal core working hours for the role will be 33.25 hours per week, Monday to Wednesday 8.30am – 4.30pm, and Thursday to Friday 07.45am – 3.30pm with a 30-minute unpaid lunch break each day.
- The salary will be in the range of 28k - 33k gross per annum (FTE), (part time salary approx. 19.3k – 22.7k pro rata). The actual salary will be chosen to reflect the experience and skills offered by the successful candidate.
- RGS staff salaries are reviewed on 1<sup>st</sup> August each year.
- As employment will commence midway through the school academic year, there may be a shortfall on the holiday accrued to cover the holidays during the 2025/2026 school year. We will discuss options around how the holiday shortfall could be balanced at interview.
- The employee will be required to comply with a range of RGS policies, in particular, those regarding Data protection, use of ICT facilities, Child Protection, Staff Code and Health and Safety, a copy of which will be made available.



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## WHAT WE OFFER



### Working Environment

- A warm, ambitious and supportive staff community, unified by shared values and a passion for helping young people thrive.
- Opportunities to engage in rich co-curricular life of the school including 170 clubs, societies and creative opportunities.



### Food & Facilities

- Outstanding facilities across 30 acres, including state-of-the-art art studios, a modern Sixth Form Centre, Performing Arts Centre and extensive sports facilities including a 25m pool.
- Free use of the gym, fitness suite and swimming pool at permitted times.
- Complimentary lunch during term time
- Access to our modern school library and extensive reading materials.



### Health & Wellbeing

- Optional healthcare plan, including optical, dental, physio cover and telephone GP access.
- Onsite confidential counselling service.
- Access to the school medical team, including triage advice and free flu vaccinations.



### Pension & Financial Benefits

- Support staff pension scheme (APTIS):
  - 6% employee contribution with a 10% employer contribution, or
  - 3% employee contribution with a 5% employer contribution.
  - Salary Exchange available (optional).



### Additional Benefits

- Life assurance scheme (Aviva): 5x annual salary.
- Eligibility for the RGS Support Staff Sick Pay Scheme (after a qualifying period).
- Interest-free loan for corporate Metro travel pass (T&Cs apply).
- Bike to Work scheme (T&Cs apply).
- Enhanced maternity pay.



### Professional Development

- Opportunity for middle leaders and aspiring middle leaders to participate in a focussed training programme.
- Access to 100+ free online training courses
- Regular safeguarding training
- Ongoing training and development opportunities, including internal/external training
- Free entry to school productions in the Miller Theatre (Performing Arts Centre)
- Easy city-centre access, directly opposite Jesmond Metro station—ideal for commuting.



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## HOW TO APPLY

Candidates are advised to read the 'Information for Applicants' with particular care before applying.

Enquiries about this post should be made in the first instance to James Miller (Head of Junior School) [j.n.miller@rgs.newcastle.sch.uk](mailto:j.n.miller@rgs.newcastle.sch.uk). For an informal chat about the post, contact James Miller on 0191 281 8955.

Please visit [www.rgs.newcastle.sch.uk/join-us/work-with-us](http://www.rgs.newcastle.sch.uk/join-us/work-with-us) to access our application form and further information for applicants.

To apply for this post please submit the following to [jobs@rgs.newcastle.sch.uk](mailto:jobs@rgs.newcastle.sch.uk) by the closing date.

1. A covering letter and
2. A fully completed RGS application form.

Note: You must complete the application form, even if you want to also attach a CV.

The closing date for this role is 9.00am Monday 22nd June 2026

Interviews will be held shortly after the closing date. We will hope to make the appointment as soon as possible following interview, offering the post and gaining acceptance.

Reasonable travel expenses will be considered to attend an interview if candidates live outside the local area. This is normally up to a maximum contribution of £100 on provision of receipts. If your expenses will be significantly higher than £100 and an overnight stay is required, please note all expenses will need to be booked and approved in advance. If you plan to claim expenses, please contact the Head's Secretary, Sandra Ellis [S.Ellis@rgs.newcastle.sch.uk](mailto:S.Ellis@rgs.newcastle.sch.uk) in advance of your interview, who will talk you through the policy and advise on eligibility for reimbursement.

### Safeguarding and Safer Recruitment

RGS Newcastle is committed to the safeguarding of children and promoting the welfare of children and young people and expects all staff, volunteers and those working in school to share this commitment. The school applies the Government's Keeping Children Safe in Education Safer Recruitment procedures to all candidates including appropriate pre-interview checks on shortlisted candidates and pre-employment checks pending any offer. More information regarding the checks can be found in our Information for Applicants [here](#), and '[Keeping Children Safe in Education](#)' (September 2025)

### Equal Opportunities

We are looking to appoint staff from a wide variety of backgrounds. Not just because it is the right thing to do but because at the RGS we recognise that those different experiences provide fresh perspectives, opportunities to challenge existing beliefs and provide opportunities to act as excellent role models for our diverse student body. We are committed to creating an inclusive and diverse school culture and our staff are at the heart of this. We are proud to be an equal opportunities employer, and all qualified applicants will receive consideration for employment regardless of neurodivergence, age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

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We strive to achieve a diverse workforce, fully representative of our pluralistic society and the ethnic make-up of the student population in the UK. People of colour are under-represented on our staff team. We are keen to attract applicants from a diverse pool of candidates and determined to be a fully inclusive employer, and a great workplace for people of Black, Asian, and ethnic minority heritage as well as White heritage.

We encourage all candidates to complete an 'equal opportunities' form with your application. This will be sent directly to the HR team for monitoring purposes.

## CONTACT DETAILS

Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne, NE2 4DX

Tel: 0191 281 5711

Junior School: 0191 281 8955

General enquiries: [communications@rgs.newcastle.sch.uk](mailto:communications@rgs.newcastle.sch.uk)

[www.rgs.newcastle.sch.uk](http://www.rgs.newcastle.sch.uk)



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