

Fair Oak Infant School



Higher Level Teaching Assistant



Fair Oak Infant School

Botley Road, Fair Oak, Eastleigh, Hampshire, SO50 7AN

Tel: 02380 692207

adminoffice@fairoak-inf.hants.sch.uk

www.fairoakinfant.co.uk

Headteacher: Mr David Peart



Welcome...

Dear Candidate,

Higher Level Teaching Assistant

Thank you for your interest in our Higher Level Teaching Assistant vacancy at Fair Oak Infant School. Our school is highly regarded and, we believe, offers the right candidate the opportunity to impact on children's learning across the whole school.

Fair Oak Infant School is one of the largest infant schools in Hampshire, and indeed the country. It is a popular, innovative and successful school with four classes per year group.

Our aim is to help our children become:

- successful learners, who enjoy learning, make progress and achieve
- confident individuals, who are able to live safe, healthy and fulfilling lives
- global citizens, who make a positive contribution to society.

Within our new Higher Level Teaching Assistant, we are looking for someone who is innovative, enthusiastic, highly motivated and enjoys working with children. You will be expected to teach a whole class of children, releasing class teachers for PPA, leadership time and cover staff absence.

I would encourage you to come and visit our school and see it in action. Please contact the School Office to make an appointment. I look forward to receiving your application. The closing date for applications is **Thursday 8th October**.

Yours sincerely

A handwritten signature in black ink that reads 'David Peart'.

David Peart
Headteacher

Higher Level Teaching Assistant

22.2 hours (40 weeks a year) Three days, Tuesday to Thursday
Salary - Grade D, £28,697 to £31,573 (full time equivalent)
(£15,106 to £16,620 pro rata, term time only)

Are you looking for a new challenge?

Do you want to make a positive impact and make a difference on children's lives?

Do you have the skills we are looking for?

Then please come and visit to see our school in action!

Fair Oak Infant School is a lively, innovative and succesful four form entry school. We are proud of being identified as an inclusive school within our recent Ofsted inspection. Our aim is to help our pupils to become successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and international citizens, who make a positive contribution to society.

We are looking for an enthusiastic, highly motivated, hardworking and flexible person to join our friendly, forward thinking and supportive team, as an HLTA. You will be expected to teach across the school, as the need arises. You will teach classes to provide teachers with PPA time, leadership time, cover for teachers to attend training and for short term absence. You will also support the management of our school library and attend weekly staff meetings.

We're looking for someone who:

- ideally has the HLTA status, or is a qualified teacher.
- is passionate, positive and has a can do attitude
- has experience of teaching within the early years and Key Stage 1.
- is full of initiative, creativity and has strong collaborative skills to help our children thrive
- promotes a love of learning and creates excitement about coming to school every day
- works effectively with others, builds strong relationships and brings a good sense of humour to their work
- contributes actively to the wider life of school and its community
- has excellent behaviour management skills

What we offer:

- the chance to deliver a curriculum that prepares children for their future
- the opportunity to grow professionally within a supportive and inclusive school
- a strong and committed network of colleagues.
- ongoing professional development opportunities.

We reserve the right to invite candidates to interview before the closing date, so early applications are encouraged.



Application Information:

We actively encourage visits to the school from interested applicants. One can be made by contacting the school office on 023 8069 2207. If you wish to discuss the role further, please contact Ian Peach i.peach@fairoak-inf.hants.sch.uk or call the school office on 023 8069 2207.

Safer Recruitment Information:

Fair Oak Infant School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.

Closing Date: Thursday 8th October (noon)

Start date: November 2026



Our School...



...is a popular, innovative, successful and over-subscribed four form entry school serving the villages of Fair Oak and Horton Heath.

The School has 15 bright, attractive teaching spaces plus a hall, library, IT suite, music/ drama room, cookery room, medical room, meeting room and PPA room. There is a central paved courtyard which offers an excellent outdoor teaching area. The school is very well resourced.

The staff are friendly, supportive, hard-working and committed. They set themselves high standards and have high expectations of the children. They work well as individuals and as a team to provide very high levels of care and education for the children.

The children are friendly, keen to learn, well behaved and, like all children, gloriously funny at times!

Professional Development

The School provides excellent opportunities for personal and professional development in line with the School's Improvement Plan.



Location and School Campus

Fair Oak Infant School shares a site with Fair Oak Junior School, Wyvern College and Hatchlings Childcare, and is part of an active seven strong cluster of schools.

We value the key role we play within the life of the campus and believe that we "sow the seeds of success" for our children as they set out on their educational journey.

We have a large playground, a children's world garden, exciting play equipment, covered play areas and separate Year R playgrounds. We also make good use of a local park, situated directly across the road from our school.

Our 12 classes are organised into three year groups. We currently have 360 children on roll.

For more information about the school, please visit our website.

www.fairoakinfant.co.uk



The Curriculum

Our school curriculum encompasses all the experiences and opportunities we provide for the children, both the academic and through the wider curriculum. It ensures children become motivated to learn, make progress and attain highly; develop independence, resilience and responsibility, and enables them to make healthy lifestyle choices, giving them the best opportunity for their future learning, whether that is later today, tomorrow, next year or well into the future.

As a school we ensure the curriculum provides children with memorable experiences as we believe these equal memorable learning, and the curriculum is underpinned by our school aims to develop: Successful Learners; Confident Individuals and Global Citizens.

Our School Values help each child to become a better person and a better learner, and are embedded into our curriculum. Our School Values of: Caring; Creativity; Perseverance; Collaboration; Reflectiveness and Respect enable our children to begin to develop the skills required for lifelong learning and to prepare them for adulthood, their place in society and the world of work.

The curriculum is carefully planned, regularly reviewed and developed to engage all children in exciting ways. It is built around our curriculum design principles: Challenge for All; Equity and Enrichment; Broad, Balanced and Memorable; Secure Learning Pathways; High Quality Outcomes and Responsive and Relevant, to help children acquire a balance between knowledge acquisition and learning relevant skills.



We firmly believe every child should be enabled to fulfil their full potential. All teachers are continually assessing, evaluating and reviewing each child's attainment and ability. The staff and governors are very proud of the creative and inspiring curriculum.



Ethos and Learning

Our motto is "sowing seeds of success" and this underpins the ethos of the whole school. The core principles of nurturing confident individuals, successful learners and international citizens are supported through the following:

- innovative, proactive leadership
- highly committed and enthusiastic teaching
- dedication to continuous improvement
- sustaining a stimulating and creative environment for learning



School Aims

We aim to provide an environment where every child really matters and where parents, school and the community work together to create:

Successful learners who:

- enjoy learning and have enquiring minds
- are motivated, confident and independent learners have research and problem solving skills

Confident individuals who:

- can form and maintain relationships and work independently or in a team
- are aware of their strengths and weaknesses
- can set themselves goals and work to fulfil their potential
- take risks and feel a sense of achievement
- have self-esteem
- can deal with change and uncertainty



International citizen who:

- have a voice, joins in and feel valued
- are aware of, and are able to, express their own feelings and have empathy for the feelings of others
- behave responsibly
- are aware of their rights
- take pride in their own culture and are able to respect the culture of others
- make informed choices about health, relationships and behaviour
- are able to reflect on experiences which are personal and full of wonder

School Values

Our School Values:

Caring; creativity; perseverance; collaboration; respect and reflectiveness are beginning to be embedded into our school curriculum. They are represented by toy animals and are helping the children become a better learner and a better person.

School Expectations

At our core are three clear expectations that form the expected behaviour throughout school.

- We are kind
- We are safe
- We do our best



Extra Curriculum

There are many extra-curricular clubs run by staff and external providers, both during the lunch hour and after school. These include, amongst others: Football, Recorder, Computing, Sewing, Dance, Multi skills, Art and Choir.

School and Home

Our school is proud of the positive relationship with parents. There is a wide range of opportunities for parents to actively participate in supporting their children at school.

Alongside a programme of meetings, including: parent workshops, Class Assemblies, curriculum meetings and topic specific invitations. All are very well supported and enjoyed by all concerned.

Parents and local businesses regularly support enrichment activities through, for example, assemblies, sharing their religious celebrations, gardening, and visiting local shops to purchase ingredients to make soups.

We keep everyone up to date with our Friday Bulletin, which is sent out weekly to all parents. This weekly email includes an overview from each year group of learning for that week, as well as upcoming events, diary dates and celebrations.

Friends of Fair Oak Infant School (FoFOIS)

FoFOIS are very active in fund raising and have contributed to purchasing many computers and iPads, hundreds of books, shelters in the playground, our cookery room redevelopment and, most recently, playground equipment and shade.

The Governing Body

The Governing Body are fully committed to their role and work hard to support the leadership team to maintain the high standards already being achieved within the school. They aim to provide regular updates for parents during the year to give an insight into the work governors do and to demonstrate how they continually strive to further improve the school.

Governors make visits to school in order to monitor and evaluate the key targets identified by the strategic plan, and to ensure the effective use of resources.



Community

Fair Oak Infant School works closely with the other schools within the Wyvern Cluster and regularly shares ideas and practices. In addition, there are strong active links with local pre-schools.

We also participate in cluster events such as sports tournaments and an annual music festival.

We have established strong links within the local community and currently work with St Thomas Church and local businesses to enrich the curriculum and provide additional opportunities for our children.

Pupil Voice

Our children's views and well-being are at the heart of our school and therefore particular emphasis is put on providing opportunities for children to develop their role in the school and their sense of responsibility.



Higher Level Teaching Assistant

Job Description

POST: Higher Level Teaching Assistant (to work in any year group across the school)

SALARY: Grade D

JOB PURPOSE: To ensure high quality teaching, effective use of resources and the highest standards of care, learning and achievement for all children, in the absence of the class teacher.

KEY TASKS:

PURPOSE OF THE JOB

To complement teachers' delivery of the Early Years Foundation Stage Curriculum and National Curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources.

To provide cover for PPA time, Year Leader leadership time, Subject Leader leadership time, teachers attendance at courses and during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all.

Main Duties

Planning



Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.

Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.

Teaching and Learning

Within a pre-determined lesson framework, teach whole classes.

Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.

Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.

Be familiar with lesson plans, children's targets and learning objectives.

Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.

Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.

Organise and safely manage the appropriate learning environment and resources.

Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance.

Monitoring and Assessment

With teachers evaluate pupils' progress through a range of assessment activities.

Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.

Assist in maintaining and analysing records of pupils' progress.

Mentoring, Supervision and Development

Manage teaching assistants and undertake induction, training and mentoring for other teaching assistants as required.

Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.

Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.

Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral



Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

Understand and implement school child protection procedures and comply with legal responsibilities.

Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.

Supervise pupils in the playground; plan and organise playtime activities.

Other

To take responsibility for / lead on an area across the school or within a Year Group.

To promote the safeguarding of children.

To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

Any other duties required by the Headteacher, which is within the scope of this post.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request by the Headteacher to undertake a similar level that is not specified in this job description.

Higher Level Teaching Assistant - Personal Specification

	Essential	Desirable
QUALIFICATIONS	Qualified HLTA Status or equivalent English and Maths GCSE Grade C or equivalent	Good Honours Degree Evidence of continuing professional development First Aid Training
PROFESSIONAL ATTRIBUTES	Experience of working as a Higher Level Teaching Assistant in Foundation Stage and / or Key Stage One Experience of working with children with Special Educational Needs – one to one and in small groups Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour Knowledge of the key factors that affect the way pupils learn Excellent communication and interpersonal skills, both verbal and written. Demonstrates effective teamwork Adopts high expectations of behaviour and effective behaviour management strategies Has high expectations for self and children Ability to make effective personalised provision for those they teach.	Have a secure knowledge and understanding of the Early Years Foundation Stage Curriculum and Key Stage One, including Assessment Procedures.
PROFESSIONAL SKILLS	Ability to work one to one, in small groups and with whole classes (30 children) Ability to contribute effectively to teachers' planning and preparation of lessons Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests	Evidence of outstanding teaching The ability to offer an extra-curricular activity Experience of leading an element of school life



	Essential	Desirable
	Ability to support teachers in evaluating pupils' progress through a range of assessment activities Ability to contribute to the maintenance and analysis of records of pupils' progress Ability to communicate effectively and sensitively with pupils to support their learning Ability to guide the work of other adults in the learning environment Ability to liaise sensitively and effectively with parents, recognising their roles in pupils' learning Evidence of consistently good teaching Ability to work effectively in a team A confident and competent user of IT with the knowledge and ability to use IT effectively to engage pupils Excellent behaviour management skills	
PERSONAL QUALITIES AND VALUES	A willingness to learn and develop new skills A commitment to ensuring children become: successful learners, who enjoy learning, make progress and achieve; confident individuals, who are able to live safe, healthy and fulfilling lives; and international citizens, who make a positive contribution to society. A desire to make a difference to the lives of young children Effective organisational skills The ability to work independently and collaboratively as a member of a team Ability to work to deadlines To work proactively Has a caring nature and shows a natural rapport with young children Willingness to be involved in the wider life of the school Resilience and a sense of humour	





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