November 2026

Dear Applicant,

Thank you for your interest in the HLTA post at Droxford Junior School.

This is an exciting opportunity to join our innovative school team as HLTA. The successful candidate will play a key role in delivering the vision for our caring school in the heart of the community.

We are looking to appoint a conscientious, enthusiastic person who works effectively in a team to make a real impact on the progress and attainment of children with special educational needs. The role will entail supporting and challenging children in their learning, working with individuals and small groups. Being flexible, calm, creative, positive and determined are all important to the role.

In return for this dedication and commitment to excellence, we offer a supportive climate in which to grow and further develop your career. As part of The University of Winchester Academy Trust you will benefit from a comprehensive programme of CPD and support from the University and from Trust colleagues.

We are very proud to be part of the University of Winchester Academy Trust which is a family of 8 schools. Our sponsor the University of Winchester is recognised for its outstanding practice in teacher training, and we work closely with the University and the other schools in our Trust. Our Trust is an exciting and supportive place to be, which offers further career opportunities for all.

To enable you to fully understand what Droxford Junior School has to offer you, I would encourage you to come and have a tour of the school. I would be delighted to welcome you to the school to answer any questions you may have. Please contact adminoffice@droxford.uwinat.co.uk to arrange an appointment.

The closing date for applications is Friday 8th January 2027 at noon. However please submit your application as soon as possible as we will invite suitable candidates to interview before the closing date.

I look forward to hearing from you,

Matthew Dampier
Headteacher

Higher Level Teaching Assistant

Closing date: 8th January 2027

Pease submit your application at the earliest opportunity as we will invite suitable candidates to interview before the closing date.

Job Start Date: 22nd February 2027

Contract/Hours: Permanent

Salary Type: Support Staff

Salary Details: Grade D £28,697 - £31,573 (depending on experience) pro rata (Actual salary £3,757-£4,134)

Hours of Work: 5.5 hours a week / 39 weeks per year

Location of Role: Droxford Junior School

Contact e-mail address: adminoffice@droxford.hants.sch.uk

Job/Person Summary

We are looking to appoint enthusiastic and self-motivated Higher Learning Support Assistant (HLTA) to join our team. This is a varied role supporting with group working, as well as general classroom duties, assisting the teacher and children.

You must have good basic literacy and numeracy skills (Grade C or above in GCSE Maths and English), be a flexible team player, able to motivate and interact with children, and have an interest in how children learn.

The successful candidate will ideally have LSA experience of supporting children with moderate and specific learning difficulties, speech and language needs and social interaction skills. Maths and English to GCSE level or equivalent is essential and ideally an HLTA / NVQ3 for Teaching Assistants or equivalent qualification (training will be provided if you do not have this).

The post will be a permanent contract for 5.5 hours a week / 39 wks per year on a Thursday 9-3pm with 30 min lunch break.

Our staff work as a close and supportive team, and our school is a happy and professional place to work, with an excellent environment and facilities.

Droxford Junior is part of the University of Winchester Academy Trust. Their group of primary schools work closely together to ensure an excellent education for our pupils. Staff receive joint professional support throughout the year. The ability to work as part of a team and independently, to prioritise and to use initiative is essential. You will need to be friendly and approachable with a good sense of humour – every day is different!

Application Procedure

Applications should be on University of Winchester Academy Trust application form **and individual CV's will not be accepted.** If you currently work in a school, please ensure one of your references is from your current Headteacher. Application forms and further information about the school can be found on the Droxford Junior School website:
https://www.droxfordjunior.co.uk/vacancies

Please submit your application as soon as possible as we may invite candidates to interview before the closing date. 8th January 2027

For an informal conversation about the post or to arrange to meet our Headteacher, Matthew Dampier, please contact the office by email at adminoffice@droxford.hants.sch.uk

Completed application forms should be returned by the closing date to Matthew Dampier, Headteacher via email at the above address.

Disclaimer: due to the high volume of applications we receive, we reserve the right to close a vacancy earlier than the advertised date if we receive applications that meet the criteria. Once a vacancy has closed, we are unable to consider further applications, so please submit your application as soon as possible to avoid disappointment.

Artificial Intelligence (AI) tools
We currently do not use AI tools in our recruitment processes; however, we understand that you may choose to use AI tools to help you with your application.

If you do, please remember:

· AI-generated answers can often be generic and impersonal, which may not accurately reflect your qualifications, skills, and experiences
· AI-generated applications may lack the personal touch that human-written applications have, this may make you seem less engaged or interested
· Ensure the information provided genuinely represents your own voice and experience
· You must not provide false or misleading information
· If you rely too heavily on AI you might not develop the necessary skills to communicate your experiences and qualifications effectively in interviews or other stages of the hiring process. This may make you come across to the interviewer as a different person to the one that wrote the application form, and you may not be successful in the interview.

Safer Recruitment Statement

The University of Winchester Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. Candidates that are shortlisted will be subject to an online check. All successful candidates will be subject to an Enhanced Disclosure and Barring Service check (DBS) along with other relevant employment checks, including Children's Barred List. Prior to interview, an online search will be carried out on information that is publicly available as part of our due diligence on shortlisted candidates.

Job description: Higher Level Teaching Assistant (HLTA)

Responsible to: The Headteacher

Function: HLTA (to work in any year group across the school)

Salary: Support staff pay Grade D £28,697 - £31,573 (depending on experience) pro rata

JOB PURPOSE:

- To work with teachers to raise the learning and attainment of children while also promoting their independence, self-esteem and social inclusion.
- To give assistance to children so that they can access the curriculum, participate in learning and experience a sense of achievement.

KEY TASKS:

Support for Children

- Establish rapport and respectful, trusting relationships with children, acting as a role model and setting high expectations.
- Supervise and provide support for children: individually, in small groups and with the whole class, including those with special needs, ensuring their access to learning resources.
- Ensure children's safety, welfare, and personal hygiene. (Basic/Pediatric First Aid to be included where appropriate).
- Promote inclusion and acceptance of all children in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
- Support the implementation of IEPs, behaviour plans, curriculum planning and assessment.
- Provide personal care to pupils where necessary
- Promote and develop social skills, self-esteem and independence amongst children.
- Provide feedback to children on their progress and achievement under the guidance of a teacher, in line with school policy. Evaluate learning and provide feedback to the teacher / parent / agency as required.
- Model learning (phonics, writing, maths etc.) correctly when working with children.

Support for Teachers

- Promote good behaviour by children, dealing promptly with conflicts in line with the school behaviour policy.
- Establish constructive relationships with parents.
- Undertake agreed learning activities / interventions, being aware of learning intentions and outcomes. Adjust activities according to children's responses / needs.
- Monitor children's responses to learning activities and achievement as directed.
- Provide detailed feedback to teachers on children's achievement, progress, problems etc. as requested.
- Support the effective use of IT in learning activities and develop children's competence and independence in its use.
- Assist with the maintenance of a purposeful, orderly and supportive environment, in accordance with school policy.
- Assist with the display of children's work within the classroom and around school.
- Assist teachers with the preparation of teaching and learning materials and resources.
- Be able and willing to undertake cover supervision for the teacher.

- To cover and lead class teaching (under supervision) as and when appropriate
- Support and assist the teacher in testing and assessment activities.
- Read and understand lesson plans shared prior to lessons, if available
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Support for the School

- Be aware of and comply with school policies including those relating to child protection, health & safety, confidentiality, safeguarding and data protection, reporting all concerns to a nominated person.
- To release class teachers, working alongside another Educational Support Assistant, for PPA time (HLTA only)
- Promote the school values.
- Contribute to the overall work, smooth running and ethos of the school.
- Appreciate and support the role of other people within the team.
- Attend and participate in meetings as required.
- Improve one's own practice through training, self-evaluation and performance management.
- Assist with the supervision of children out of directed lesson time, including before and after school and at lunchtime and during assemblies, within working hours.
- Accompany teaching staff and children on out-of-school activities as required and take responsibility for a group under the supervision of a teacher.

Health and safety/Safeguarding

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

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 from a manager to undertake work of a similar level that is not specified in this job description.

HLTA ~ Person Specification

	Essential	Desirable
Qualifications	• GCSE English and Maths Grade C/4 or equivalent. • IT competent. • Willingness to undertake appropriate first aid training or existing paediatrics first aid qualification	• NVQ 3 or equivalent. • Experience of professional training within an educational setting.
Knowledge, Skills and Abilities	• Excellent communication skills, written and verbal. • Ability to inspire confidence and gain trust of children. • Excellent organisation skills and the ability to work to deadlines. • Ability to reflect, analyse and act both independently and collaboratively. • Ability to work alone and with initiative.	• Understanding of child development. • Working understanding of Early Years Foundation Stage or Key Stage One • Understanding of safeguarding within school (training to be given) • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Experience	• Experience of working with children, within small groups or on a one to one basis (this might be volunteering) • Evidence of an application of range of behaviour management strategies. • Proven ability to motivate and develop children. • Ability to work as part of a team.	• Experience of working within a school environment. • Experience of teaching whole classes, following teacher's plans (HLTA only) • An awareness of inclusion, especially within a school setting. • Experience of working with children with SEND

	• Ability to provide detailed and regular feedback to teachers on children's achievements and progress. • Evidence of effective behaviour management.	• Experience and ability to teach the whole class on occasions.
School Specific Needs/other requirements	• A commitment to safeguarding procedures. • A commitment to being professional and respecting confidentiality. • A sense of humour and resilience. Adaptability and initiative. • A commitment to ensuring children become successful learners, who enjoy learning, make progress and achieve; who are confident individuals, able to live safe, healthy and fulfilling lives; and global citizens, who make a positive contribution to society. • A desire to make a difference to the lives of young children. • Able to work effectively and flexibly as part of a small team. • Able to absorb and promote the values and ethos of the school. • Able to foster the positive links with parents and the community.	• Understanding of the opportunities and challenges associated with growing schools. • Interest in outdoor learning • Interest in running extra-curricular clubs