



Cupernham  
Junior School

Cupernham Junior School  
Bransley Close  
Romsey  
Hampshire SO51 7JT

Headteacher: Mr S. Frost (Hons) PGCE NPQH  
Deputy Headteacher: Mrs J. Dearden BA (Hons) PGCE

April, 2026

## HLTA

# Full-time permanent post to begin September 2026 D Grade

I am delighted that you are considering applying for the post of Higher-Level Teaching Assistant (HLTA) at Cupernham Junior School. This is an exciting opportunity to join an already strong, dedicated, supportive and passionate team and an excellent time to join our school.

We are looking for an individual who relishes a challenge within an already successful school (confirmed as 'Good' in our Ofsted inspection, September 2023), where the whole child, their successful learning and development are at the heart of everything we do. We are looking to appoint someone who shares our vision of a highly effective education for all children, regardless of any barriers they may have. We are looking to invest in someone who is passionate about continuing to develop their practice and career (including someone who is perhaps considering training as a teacher in the future), someone who has high expectations of themselves, as well as the children in their care.

Cupernham Junior School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

We trust you find the enclosed information pack of interest. Visits to the schools are strongly encouraged and warmly welcomed – please contact our school office on **01794 512702** or email at [s.townsend@cupernham-jun.hants.sch.uk](mailto:s.townsend@cupernham-jun.hants.sch.uk) to arrange a time to see the school for yourself and speak with myself or a member of our senior leadership team.

I hope that you will decide that the opportunity of becoming a HLTA at Cupernham Junior School is right for you and I look forward to receiving your application.

Yours sincerely,

Mr Simon Frost  
*Headteacher*



*“Pupils are happy and keen to learn. They build strong relationships with staff and feel safe. Pupils know that staff expect them to behave well, and they make great efforts to meet these high expectations. Pupils are welcoming and courteous in classrooms and around school.”*

*~ Ofsted Report, September 2023*

## WHAT OUR SCHOOL CAN OFFER YOU

At Cupernham Junior School, we are extremely proud of both our curriculum and the opportunities we offer our children. We are also rather proud of what our school can offer you and, in particular, further support your professional development so that you too can become ‘the very best you can be’.

### CUPERNHAM JUNIOR SCHOOL OFFERS:

- The chance to make a meaningful impact on the lives of children and families, and to contribute to shaping the future of education;
- A school with real heart and soul, where relationships are extremely strong and teamwork is highly effective;
- Children who are happy, motivated and eager to learn;
- An inclusive school where everyone is valued and encouraged to succeed;
- A school that welcomes fresh ideas and embraces creativity;
- A significant commitment to your professional development (through well-crafted support and coaching opportunities – identified as highly effective and strong within Hampshire);
- A supportive working environment that promotes effective work-life balance;
- A commitment to fostering a culture of trust, respect and empowerment;
- Staff who are keen to improve further and hold the children at the heart of everything they do;
- A leadership team who support and develop staff to be the best we can be
- Supportive parents who are keen to be involved in school life;
- A team of governors who are keen to support and challenge the school to be the best it can be.



We hope that the following information provides you with further insight into our school and some of our aspirations for the future.



## OUR SCHOOL'S VISION & VALUES

### CUPERNHAM JUNIOR SCHOOL...

- ... where *relationships* are our roots
- ... where we embrace the *Responsibility* to learn and grow together
- ... where we sow the seeds of *Kindness*
- ... where *Joy* blossoms in ourselves and in others
- ... where we reach to the high branches of *Aspiration*



As well as our core values above, we have also developed our learning values – the 5 Cupernham Cs – to act as curriculum drivers and help develop our children as lifelong learners.

**Curiosity** – for our children to develop a desire to want to know more, to pursue knowledge

**Creativity** – for our children to develop their knowledge and understanding of what creativity can be (in terms of artistic expression, problem solving and through looking and thinking about things in different ways)

**Courage** – for our children to develop the skills and character to take appropriate risks in their learning; to persevere and be determined in pursuit of a goal

**Collaboration** – for our children to work well with others in order to be successful

**Commitment** – for our children to recognise that something worth achieving is often challenging and for them to stay committed to achieving their goals



## STAFFING STRUCTURE

**The Senior Leadership Team** includes the Headteacher, Deputy Headteacher, Assistant Headteacher and our Inclusion Leader. The SLT is supported by four year leaders.

**Inclusion Support Team** - Our Inclusion Leader leads a team including our SENCo, Family Support Worker and ELSA.

**Teachers** - The staffing structure provides for twelve full time class teachers (with currently 10 full-time and 4 part-time teachers).

**Learning Support Staff** - There are currently 2 HLTAs and 10 LSAs

**Office Team** - A School Business Manager, Admin Officer and Admin Assistant



## THE SCHOOL AND ITS GROUNDS

Our school shares an attractive eight-acre site with Cupernham Infant School with whom we have a close relationship.

The grounds have real potential and there are plans to develop them further in order to maximise the learning potential for our children as well as providing a pleasant environment for everyone. Particular features of the grounds include a pond and environmental area, allotment space and outdoor learning classroom. We also have a woodland area which is used to deliver our Forest School provision. As well as the normal outdoor sporting facilities, the school also benefits from having its own outdoor, heated, 25-metre swimming pool, which is a focal point for swimming teaching and our swimming gala in the Summer term.



We have an active School Council and Eco Council with representatives from all year groups meeting regularly to discuss activities within the school and ideas for improvements.

*“Pupils’ personal development is a high priority. The school is ambitious for pupils to learn beyond the curriculum... A wide range of trips and activities support pupils.”*

*~ Ofsted Report, September 2023*

## OUR CURRENT SCHOOL IMPROVEMENT PRIORITIES

Our current School Improvement Plan seeks to ensure that our school continues to develop through the following aims:

- **To further embed our vision and values (launched in September 2024), setting the direction, aspiration and expectation for all**
- **To develop our curriculum further so that knowledge and vocabulary are effectively sequenced, progressive, retrieved and remembered**
- **To further develop outcomes for all children through continuing to improve teaching and learning, effective assessment and writing**
- **To further secure and improve effective and appropriate provision for SEND children, leading to higher engagement, participation and outcomes**

## A LOVE OF READING

A central part of who we are as a school is our passion for reading and our vision to instil a love of reading in all our children and throughout our community.

Over the past two years, we have re-designed and had installed a brand-new library; added thousands of new book titles to our shelves; shared why and how reading can benefit each of us; purchased our own book vending machine; and, given out thousands of golden tickets (used to motivate and reward our children to keep reading for pleasure).



## SAFEGUARDING

We are proud of our safeguarding culture and recognise its paramount importance. We acknowledge that safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff 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.

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain a culture of “it could and does happen here” where safeguarding is concerned.

*“Pupils concentrate well, listen patiently and strive to meet any challenges that they are set. They work individually and in groups with enthusiasm. Pupils work hard and show pride in what they achieve.”*

*~ Ofsted Report, September 2023*

## APPLICATION AND SELECTION PROCESSES AND TIMETABLE

Salary Details	<b>Grade D (higher bands within D for exceptional candidates)</b>
Deadline for applications:	<b>Friday 15<sup>th</sup> May – by 12:00pm.</b> We will then shortlist candidates and contact you by the end of the same day to notify you if you have been called for interview or not.
Hours of Work	<b>30 hours per week, term-time (39 weeks a year)</b>
Interview information:	Interviews will be held on <b>Tuesday 19<sup>th</sup> May</b>
Application form:	The Application form to be completed is available from the Hampshire Education Jobs website: <a href="https://www.hants.gov.uk/jobs/education-jobs/application">https://www.hants.gov.uk/jobs/education-jobs/application</a>
Please send applications to:	Sarah Townsend, Business and Admin Manager Cupernham Junior School Bransley Close Romsey SO51 7JT <a href="mailto:s.townsend@cupernham-jun.hants.sch.uk">s.townsend@cupernham-jun.hants.sch.uk</a>



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Please find both the job description and person specification below.



# HLTA JOB DESCRIPTION

## PURPOSE OF THE JOB:

- To work collaboratively with teaching staff to raise the learning and attainment of children.
- To assist teachers in the whole planning cycle and the management/preparation of resources.
- To complement teachers' delivery of our curriculum.
- To promote pupils' independence, self-esteem and social inclusion.
- To cover whole classes and teach during the short-term absence of teachers / release of teachers for PPA or leadership time.
- To give support to children, individually or in groups, so they can access the curriculum, take part in learning and experience success

## MAIN DUTIES

### PLANNING:

- Plan and prepare lessons with teachers, participating in stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/plans.
- Supporting the monitoring, recording and reporting of children's performance and progress as appropriate to the role
- Develop and prepare resources for learning activities where necessary in accordance with lesson plans and in response to children's need through use of effective AfL.
- Read and understand lesson plans shared prior to lessons (if available).
- Prepare the classroom learning environment ahead of teaching and learning.

### 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 achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- Direct the work, where relevant, of other adults in supporting learning
- Provide verbal and written feedback on lesson content, children's responses to learning activities and behaviour, to teachers and leaders.
- Motivate children to learn so that they make progress by using clearly structured, engaging teaching and learning activities.
- Be familiar with the progression of a unit of lesson plans, PLP targets and learning objectives.

- 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 and self-reliance.
- Support the role of parents in children's learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

### **MONITORING AND ASSESSMENT:**

- Assess children's responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor children's participation and progress and provide constructive feedback to children in relation to their progress and achievement.
- With teachers, evaluate children's attainment progress through a range of assessment activities.
- Assist in maintaining and analysing records of children's progress.
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

### **PASTORAL AND SAFEGUARDING:**

- 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
- Provide support and assistance for children's pastoral needs.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- 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.
- Supervise pupils at times other than during lessons according to the school's duty arrangements.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in a child's education: these may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

### **OTHER:**

- Any other duties required by the Deputy Headteacher or the Headteacher, which is in the scope of the post.
- At all times carry out duties with due regard to the school's Health and Safety policy.



# HLTA: PERSON SPECIFICATION

D = Desirable (all other specifications are essential)

<b>PROFESSIONAL QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths</li> <li>• First-aid training, or willingness to complete it</li> <li>• HLTA qualification / a willingness and desire to undertake this qualification as a part of professional development for the role</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Experience of working in a school environment or other educational setting</li> <li>• Experience of working with children / young people</li> <li>• Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>
<b>SKILLS AND KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> <li>• Good organisational skills</li> <li>• Ability to build effective working relationships with pupils and adults</li> <li>• Skills and expertise in understanding the needs of all pupils</li> <li>• Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>• Excellent verbal communication skills</li> <li>• Active listening skills</li> <li>• The ability to remain calm in stressful situations</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Good ICT skills, particularly using ICT to support learning</li> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> <li>• Understanding of effective teaching methods</li> <li>• Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>• Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>
<b>DEVELOPING SELF AND WORKING WITH OTHERS</b>	<ul style="list-style-type: none"> <li>• Understands own strengths and areas for development, is self-motivated and reflective.</li> <li>• Acts on feedback or self-evaluation in order to improve own performance.</li> <li>• Demonstrates high expectations for self and others.</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being (D)</li> </ul>
<b>PERSONAL SKILLS AND ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Enjoyment of working with children</li> <li>• Sensitivity and understanding, to help build good relationships with pupils</li> <li>• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>• Has energy, enthusiasm and passion.</li> <li>• Is approachable, able to communicate effectively and concisely and is a good listener.</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding pupil's wellbeing and equality</li> </ul>

<b>PERSONAL SKILLS AND ATTRIBUTES (CONTINUED)</b>	<ul style="list-style-type: none"> <li>• Is flexible, creative and helps others solve problems.</li> <li>• Resilient, positive, forward looking and enthusiastic about making a difference</li> <li>• Is able to motivate and inspire, having a presence and integrity that inspires confidence and trust.</li> </ul>
<b>SAFEGUARDING CHILDREN</b>	<ul style="list-style-type: none"> <li>• Has a strong understanding of safeguarding requirements and practise of ensuring that children are safe from harm.</li> <li>• Has a strong understanding of responsibilities in ensuring that children are safe and ensures that policies and guidance are followed.</li> </ul>

This job description may be amended at any time in consultation with the postholder.