



Thank you for your interest in the vacancy at our school.

Within this pack you will find information about:

- Details of the Recruitment Process
- The School
- An Application Form

We look forward to receiving your application.

Vacancy

Higher Level Teaching Assistant (HLTA)

Timetable

Closing Date: 19 March 2026

Interview: 25 March 2026

Start Date: ASAP

Recruitment Process

Application

Please complete the application form enclosed and submit a letter of application, giving evidence of your experience in relation to the criteria listed in the Job/Person Specification.

You are requested to supply the names and addresses of at least two referees on the application form. One of these should be your present, or last, employer. As this post involves working in a school, we will be looking for information which supports the suitability of candidates for working with children.

Applications should be sent to:

Mr L Coles
Headteacher
Priestley Primary School
Prince Charles Drive
CALNE Wilts
SN11 8TG

Or e-mail:

admin@priestley.wilts.sch.uk

If you have any questions about this vacancy, please email the School Office on admin@priestley.wilts.sch.uk

Short-listed candidates will be contacted by 20th March. Please provide preferred e-mail address should you be successful. If you do not receive an e-mail on this date, thank you for your interest in working at Priestley Primary School but on this occasion, you have not been shortlisted. Due to the quick turnaround, can we also ask that you ask any referees provided to keep an eye on their email inboxes.

As part of our safeguarding procedures, please note that if you are shortlisted an online search will be carried out on you.



Welcome to the Priestley Primary School

Our aim at Priestley is to help children become communicative, competent, confident young people who are more than ready for the next challenge in their educational journey. Although we strive to raise academic standards, we also feel that it is vitally important not to lose sight of the child as an individual.

'The school is highly inclusive, and its successes demonstrate your belief in equality of opportunity. You have continued to build on your vision of 'creating opportunity, releasing potential and achieving excellence.'

At Priestley, we value the contribution the children make to their own learning and to the learning of their peers around them. We believe it is important that children enjoy their time at Priestley and develop a healthy attitude to learning creating a bank of memories that will stay with them for years to come.

We believe that the all-round development of each child should be our primary focus, and that this is best achieved by building strong relationships with all our parents and carers; we look forward to a working partnership to ensure the very best for our children.

This is a very exciting developmental time at Priestley Primary School as we build on the many successes recognised in our 2024 Ofsted:

- We are leaving behind a period of significant uncertainty, following my appointment as substantive Headteacher from September 2025 - having been Interim Head since February 2024.
- We are redeveloping the curriculum so that it reflects the needs and interests of the Priestley, Calne and wider communities.
- We are developing links with other schools and organisations to develop our offer and our professional expertise.

If you would like to be part of this journey, please get in touch - we would be delighted to answer any questions you have, show you around (if that's practicable) and receiving your application.

Mr L Coles
Headteacher



Ethos & Aims

The school's vision is:

'Raising Aspiration, Realising Ambition, Stimulating Curiosity'.
Confident to explore an unknown future.

Our mission or how we aim to achieve this vision is:

Placing Learning at the Heart of All We Do

Working in partnership with pupils, parents, staff, Governors and the wider community to provide a safe, happy stimulating and purposeful learning environment where high expectations are set so that all pupils are challenged to achieve their potential, socially and academically.

Core Values

Our Core Values by putting them under three headings: **Safety, Focus and Respect**. The first is obvious, we would all like for everyone to be safe, and to be able to decide for themselves what is safe – independently. We would all like for children to be able to focus, so that they can move forwards – building on skills and knowledge, because education gives children choice in their future. We would all like for everyone in our community to show each other (and themselves) respect, to allow each other to learn and develop as much as possible because every member of the school and its community is equally important. We will be talking to the children about this change in emphasis quite a lot, including using the three headings to sort out inappropriate behaviours, asking, for example, 'Was what you just did safe?' or 'Did what you just did, show respect to the other person?'

About Our School

The school derives its name from the philosopher, chemist and educationalist, Joseph Priestley who discovered the existence of oxygen whilst in Calne.

Priestley Primary School is a community school. It is situated amongst several housing estates within half a mile of Calne's town centre. Traditionally one form entry, Priestley has enjoyed a period of expansion that may in time take it to two form entry. A strong aspect of the school is its spacious grounds which allow the children to access and enjoy three playgrounds and extensive grassy areas. We have worked hard to landscape the school grounds to best support all aspects of the children's learning with a wildlife area, dedicated outside teaching spaces, a range of fixed large play equipment and extensive areas to run and play.



Priestley Primary School Job Specification

Higher Level Teaching Assistant

In addition to your class teaching responsibility you are required to carry out such particular duties as the Headteacher may reasonably direct.

The responsibility attached to each of the named areas should lead to ownership and accountability for those areas. This would entail the named person maintaining and improving provision ensuring good practice is demonstrated, is kept current and is in line with school improvement

Cover Teaching/ Inclusion/ Special Educational Needs

Key Responsibility	Key Tasks
<p>Higher Level Teaching Assistant</p>	<ol style="list-style-type: none"> I. Release teachers for their PPA/ Management release through teaching agreed already planned lessons. II. Release teachers for other planned absence teaching agreed already planned lessons. III. Fulfil school requirements for undertaking Booster sessions in agreed cohorts. IV. Investigate all-inclusive links. V. Work to increase relationships with parents. VI. Work alongside the Parent Support Adviser to engage parents. VII. Work towards the school being a means for outside agencies to access the community.
<p>Professional values and practice</p>	<p><i>Those awarded HLTA status must demonstrate, through their practice, that they:</i></p> <ol style="list-style-type: none"> I. Have high expectations of children and young people with a commitment to helping them fulfil their potential. II. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people. III. Demonstrate the positive values, attitudes and behaviour they expect from children and young people. IV. Communicate effectively and sensitively with children, young people, colleagues, parents and carers. V. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people. VI. Demonstrate commitment to collaborative and cooperative working with colleagues VII. Improve their own knowledge and practice including responding to advice and feedback.
<p>Professional knowledge and understanding</p>	<ol style="list-style-type: none"> I. Understand the key factors that affect children and young people's learning and progress II. Know how to contribute to effective personalised provision by taking practical account of diversity III. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people IV. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy V. Know how to use ICT to support their professional activities

<p>Professional skills</p>	<p>VI. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</p> <p>VII. Understand the objectives, content and intended outcomes for the learning activities in which they are involved</p> <p>VIII. Know how to support learners in accessing the curriculum in accordance with the special educational needs & disabilities (SEND) code of practice and disabilities legislation</p> <p>IX. Know how other frameworks that support the development and well-being of children and young people impact upon their practice.</p>
<p>Planning and expectations</p>	<p>Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.</p> <p>I. Use their area(s) of expertise to supplement the planning and preparation of some learning activities.</p> <p>II. Devise clearly structured activities that interest and motivate learners and advance their learning.</p> <p>III. Plan how they will support the inclusion of children and young people in the learning activities.</p>
<p>Monitoring and assessment</p>	<p>IV. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.</p> <p>I. Monitor learners' responses to activities and modify approaches accordingly.</p> <p>II. Monitor learners' progress in order to provide focused support and feedback.</p>
<p>Teaching and learning activities</p>	<p>III. Support the evaluation of learners' progress using a range of assessment techniques.</p> <p>IV. Contribute to maintaining and analysing records of learners' progress.</p> <p>I. Undertake classroom teaching responsibilities as requested following planning provided by the class teacher.</p> <p>II. Use effective strategies to promote positive behaviour.</p> <p>III. Recognise and respond appropriately to situations that challenge equality of opportunity.</p>
<p>Supporting the School.</p>	<p>IV. Use their ICT skills to advance learning.</p> <p>V. Advance learning when working with individuals.</p> <p>VI. Advance learning when working with small groups.</p> <p>VII. Advance learning when working with whole classes without the presence of the assigned teacher.</p> <p>VIII. Organise and manage learning activities in ways which keep learners safe.</p> <p>IX. Direct the work, where relevant, of other adults in supporting learning.</p>
<p>First Aid</p>	<p>I. Where appropriate, fostering and develop links between a pupil's home and school.</p> <p>II. Assisting with setting up, storing and retrieving and general maintenance of the classroom equipment and teaching aids.</p>
<p>Safeguarding</p>	<p>III. Helping to ensure the hygiene of the teaching environment in cases of sickness or soiling.</p> <p>I. Administer First Aid when and where required.</p> <p>II. Ensure certification is kept current.</p> <p>I. Ensure you have a working knowledge of risk assessments that might affect your working day.</p> <p>II. Ensure any Safeguarding Training i.e. Child Protection; First Aid & Health & Safety is current.</p> <p>III. Ensure Buildings & Grounds are secure</p> <p>IV. Ensure the safe usage of the internet by all pupils.</p>

Priestley Primary School

HLTA Person Specification



- **Knowledge and Experience:** Professional knowledge within the area of Primary Education
- **Passion for Learning:** Supports good practice
- **Respect for Others:** Creates a community where there is mutual support
- **Team Working:** Builds team spirit
- **Understanding Others:** Understands ongoing behaviour
- **Prioritizes:** Analyses variables
- **Challenge and Support:** Challenges others in the pupils' best interests
- **Community Engagement:** Communicates and connects own vision to that of others
- **Confidence:** Expresses a professional view
- **Creating Trust:** Lives up to what professes to believe
- **Developing Potential:** Creates development opportunities
- **Drive for Improvement:** Creates improvements
- **Flexibility:** Adapts learning to suit the learner. Recognises that a school day can change.
- **Holding People Accountable:** Confronts poor performance
- **Impact and influence:** Calculates an impact
- **Information seeking:** Gathers information
- **Initiative:** Thinks and acts ahead
- **Managing pupils:** Takes actions on behalf of pupils
- **Having areas of expertise that can benefit the school:**
Experience of delivering Speech and Language programme to children would be preferable but not essential.
Experience of adaptive teaching.