



THE DIOCESE
OF GLOUCESTER
ACADEMIES TRUST
unlocking potential

HLTA – Pastoral and Intervention Lead
Recruitment Pack

St John's C of E Primary Academy



Dear Applicant,

Thank you for your interest in the post of Higher Level Teaching Assistant (HLTA) – Pastoral and Intervention Lead.

St John's C of E Primary Academy is part of a wider family of schools. Originally established in 2012 as one of the first Diocesan Multi-Academy Trusts, The Diocese of Gloucester Academies Trust is now recognised as a successful and growing Trust. There are currently 24 primary schools within the Trust family, including 22 church schools and two community schools.

I hope the information enclosed in this pack, along with the job description and person specification will provide you with a helpful context for this role. You may also find our school website www.stjohns-academy.co.uk and the Trust website - www.dgat.org.uk - useful sources of information.

If you would like an informal chat to inform your decision about applying for the role I would be pleased to hear from you. I'm sure you will find that we have much to offer. Details of how to contact me can be found on page three of this pack.

The closing date for completed applications is 31st October 2025. Interviews are scheduled to take place on 10th November 2025.

To submit your application please email the completed form to Vicki Cowan recruitment@dgat.org.uk before the closing date.

Yours faithfully

Emma Mignaud
Executive Headteacher

The Diocese of Gloucester Academies Trust seek to appoint an

Higher Level Teaching Assistant (HLTA) – Pastoral and Intervention Lead

The Diocese of Gloucester Academies Trust seek to appoint a Higher Level Teaching Assistant (HLTA) to work at St John's C of E Primary Academy in Coleford.

St John's is a warm and welcoming school where everyone feels a valued member of the school community. We are seeking to appoint an enthusiastic and committed HLTA to be part of our dedicated and caring team. The post involves leading on the pastoral and intervention work of the school including working with individual children, groups of children and families. Alongside this work, the role will also include covering classes on a regular, and ad hoc, basis.

If you are a caring and enthusiastic team player with a passion for learning and helping children to be the best that they can be, then we welcome the opportunity to hear from you.

We are looking for someone who will

- Have high expectations of pupil achievement and progress
- Maintain school's high expectations of pupil behaviour
- Be flexible in their approach, well organised and prepared to work as part of a team
- Have a strong awareness of the social, emotional and wellbeing needs of young children
- Be able to work under the guidance of the class teacher and school leaders

We can offer

- Enthusiastic and happy children who love learning
- A very friendly and dedicated staff teach
- Supportive leadership, governors and parents
- Opportunities for continual profession development both within school and the Trust

The post is offered as a salary of Grade 6 on a permanent basis.

This is a full-time post for 31.25 hours a week, Monday to Friday, 8.30am-12pm and 12.30pm-3.15pm, term time only.

Further details and an application form can be downloaded from the vacancy area of our website www.stjohns-academy.co.uk

If you would like an informal conversation about the role, please contact Emma Mignaud, Headteacher on 01594 832046 or email head@st-john's.dgat.org.uk

Closing date for applications is 31st October 2025.

Other information that might help you decide if this is the role for you

Usual working days and times:	Monday-Friday 8.30am-3.15pm with a half hour unpaid break.
Work environment	Classroom, various school areas
Dress code:	Smart/casual
Employee benefits:	<p>Free and confidential employee assistance programme available 24/7</p> <p>High quality professional development – please see the DGAT Continuous Professional Development and Learning Brochure for more information here: https://www.dgat.org.uk/cpdl-and-events</p> <p>A range of clear and supportive policies.</p>

Please note:

The Diocese of Gloucester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for the successful candidate. The Trust also requires consent from applicants to carry out online searches of publicly available information, including social media, prior to interview.

All posts are subject to satisfactory references.

Background Information

The Diocese of Gloucester Academies Trust (DGAT) is a Multi-Academy Trust established by the Diocesan Board of Education (DBE) in 2012 to serve schools from across the County. There are currently twenty-one primary, one junior and two infant schools within the Trust. Twenty-two of the schools have Church of England designation.

The Trust is happy to work with schools that are exploring academy conversion and intends to continue to welcome more schools to our family.

Our vision is to enable all to flourish.

Our vision is rooted in our Christian foundation and our belief that all within our family should experience life in all its fullness.

Our aims are to be:

- Authentically Christian
- Boldly passionate about excellence in learning
- Relentlessly driven in our aspiration for everyone

Our core principles:

- We aspire to be the best we can be in an ever-changing environment - providing opportunities for all to flourish
- Within our DGAT family we cherish everyone as individuals; appreciating and celebrating diversity
- We act with integrity; we are open to challenge and we are reflective about our practice
- We treat everyone with dignity and respect
- Through collaboration, in a nurturing community, we grow, learn and achieve

School is Trust and Trust is School

In order to support our family of schools, DGAT provides the following support:

- School Improvement
- Christian Character
- HR and Legal
- Finance and Business
- Premises and Insurance
- Compliance and GDPR
- Governance

Job Description

Job Title:	Higher Level Teaching Assistant - Pastoral and Intervention Lead
Responsible to:	Executive Head teacher and members of the SLT
Line Management:	Class teacher/s
Contract Type:	Full time, permanent

Overall purpose of this post

The overall purpose of this post is to

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Work with families to signpost wider services and professionals

Duties and responsibilities

Relationships

- Be the designated parenting and community lead for the school, building relationships with parents and communicating effectively with parents and external agencies.
- Communicate effectively and professionally with parents, students, the general public and external bodies in person, writing, electronically and by telephone.
- Signposting families towards appropriate specialist agencies as appropriate.
- With support from SLT and the SENCO, provide effective leadership to a team of teaching assistants allowing them to provide effective academic and pastoral support
- Provide support and advice to families to overcome barriers to learning resulting in, or caused by, poor attendance
- Carrying out home visits to families where there are attendance concerns and to support families
- Providing a central point of contact within the academy for matters relating to Child Protection and addressing issues appropriately.

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 education needs and disabilities (SEND)
- To assist the teaching in the whole planning cycle and supervise whole classes or groups during the short-term absence of a teacher
- To be aware of a pupil's problems, achievements, progress and report to the teacher
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- 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 or for prearranged cover
- Use ICT skills to advance pupils' learning
- Attend and participate in relevant meetings as required
- Establish constructive relationships with parents/carers and work with parents to enhance pupils learning
- Undertake any relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons
- Prepare the classroom for lessons, following the direction of the teacher
- Use their skills of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning as and when required
- Plan how they will support the inclusion of pupils in the learning activities

Working with colleagues

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns that they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals with and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Contribute to staff INSET, identifying and responding to training needs.
- Taking responsibility for own continuing professional development, including attendance at in-service training, to develop job performance and for personal development.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Support children who are upset or are having personal difficulties

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Other areas of responsibility

- Playtime/lunch duties
- Undertake routine marking in line with school policy
- Contact parent/carer should an incident arise
- Supervise pupils on visits/trips as required
- Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Other

The current main duties and responsibilities of this post are outlined in this job description. The list is not intended to be exhaustive. The need for flexibility, shared accountability and team working is required. The post-holder is expected to carry out any other related duties that are within their skills and abilities, commensurate with the post's banding and whenever reasonably instructed.

Diversity, equity, and inclusion are at the core of who we are. Our commitment to these values is central to our vision and to our impact. We know that having varied perspectives that are representative of the communities we serve helps generate better ideas to solve the complex problems of a changing and increasingly diverse world.

It is the practice of the Diocese of Gloucester Academies Trust to review job descriptions annually to ensure that they relate to the role as then being performed or to incorporate whatever reasonable changes that have occurred over time or are being proposed. This review will be carried out by the Trust in consultation with the post-holder before any

changes are implemented. The post-holder is expected to participate fully in such discussions and implementation.

Person Specification

	Essential	Desirable
Personal Values		
Committed to the school's vision	x	
A strong desire to work collaboratively as part of an effective, creative, flexible team of learners.	x	
Highly self-motivated and self-evaluative and reflective.	x	
Ability to use own initiative and work flexibly.	x	
An understanding of and total commitment to Equal Opportunities and Inclusion issues.	x	
Empathy with young people facing barriers to their learning.	x	
Understanding of confidentiality	x	
Excellent organisational and time management skills	x	
Any particular skills and abilities that may enhance your role at St John's.		x

Qualifications		
Relevant HLTA qualification or higher. Or willingness to complete qualification.	x	
Demonstrable levels of literacy and numeracy equivalent to GCSE (A-C)	x	
Further qualifications and /or studies relevant to Primary Education, safeguarding and nurture.		x
Evidence of specialism in a curriculum area e.g. safeguarding, nurture		x
A balanced programme of relevant professional development undertaken in the last two years with reference to its impact on your practice.	x	
Evidence of ability to raise achievement for all pupils.		x
Evidence of training in the principles of nurture.		x
Experience		
Experience in Primary Education.	x	
Evidence of impact on pupil achievement in more than 1 key stage/phase.		x
Able to provide examples of the positive impact of your support on children's learning, including reference to Reading, Writing and Mathematics.	x	

Evidence of supporting whole school/setting improvement.		x
Evidence of impact on pupil progress for children with English as an additional language and pupils with SEND.		x
Knowledge and understanding		
Knowledge of the National curriculum.	x	
Understanding of classroom management strategies.	x	
Detailed knowledge of safeguarding practices and procedures.		x
Evidence of your commitment to continuous high quality professional development, through a record of professional development activities.	x	
Understanding of first aid procedures		x
Skills and attributes		
Effective oral and written communication skills	x	
The ability to contribute to and lead, motivate and be part of effective teams across the organisation, as appropriate.	x	

Demonstrate excellent interpersonal skills where you are able to establish effective working relationships with pupils, colleagues, parents/carers and the wider community.	x	
Evidence of an ability to speak an additional language, including BSL/Makaton.		x
Sound IT skills to support learning and maintain electronic information systems.	x	