



Meole Brace School

Learning - Respect - Success

Applicant Information

HLTA-Literacy

32.5 Hours Per Week

Required to start: As soon as possible





Learning - Respect - Success

September 2025

Dear Colleague

Thank you for taking the time to consider applying for the post of HLTA. We are looking to appoint an enthusiastic and motivated individual to join our Literacy Team at Meole Brace School.

The ethos of our school is based on our core values of Learning, Respect and Success – our aim for our students is that they are happy and successful. This can sound simplistic but our view is that students' progress and fundamental enjoyment of learning hinges on their well being.

If you are interested in applying for the post, and want to join a school that always seeks to improve, through a mixture of hard work, ideas and commitment, then please complete the application form and return for the attention of Mrs Julie Richards, Meole Brace School, Longden Road, Shrewsbury, SY3 9DW or via email to recruitment@meole.co.uk by **12pm on 24th September 2025**.

We are very proud of our school and we would like the opportunity to share it with you and therefore encourage you to come and visit us on a normal working day.

Yours sincerely,

Mrs Mary Pope
Acting Headteacher



Meole Brace School
Longden Road
Shrewsbury SY3 9DW

01743 235961
admin@meole.co.uk
www.meolebrace.com





Meole Brace School

Learning - Respect - Success

About Meole Brace School

Meole Brace School is a caring and cheerful community committed to developing academic, personal and social skills of all our students to the highest standards. We are an 11-16 Academy, with approximately 1350 students on roll. Our principal aim is to enable them all to lead happy and successful lives, in school and beyond. Through our core values of 'Learning, Respect and Success', we encourage all our students to be self confident, to enjoy learning and to achieve their full potential. Excellent teaching and learning is at the heart of everything we do, but we also believe that all young people can thrive if they feel valued, feel safe and are suitably challenged. We are proud of our reputation as a vibrant school with high expectations. We are all fully committed to providing a stimulating and high quality learning experience for all.

"The school has an impressive knowledge of each pupil, underpinned by comprehensive and systematic tracking. It pays close attention to identifying and removing any barriers to pupils' success" Ofsted 2024

"I've been incredibly impressed with the school since our son started. The values upheld by our family are upheld at school. You've helped him become the young man we want him to be" Parent Survey

We have a wide ranging CPD program as well as individual pathways for staff at all levels of their career. We are part of a local multi-academy trust (Trust Schools) which includes 9 schools, 5 of which are secondary schools. This provides us with further valuable opportunities to share best practice and work collaboratively. Further information can be found here: <http://www.trusted-schools.com/>

Meole Brace aspires to the highest possible standards and is constantly developing and promoting innovation. Staff enjoy a strong sense of team spirit and well being and are fully supported by a dedicated leadership team. We operate on an ethos of mutual respect and kindness.

Meole Brace School is "a respectful and positive environment where students feel safe and enjoy attending school". "The school's behaviour policy places a strong emphasis on rewarding positive behaviour and respectful attitudes". Ofsted 2024



Literacy Hub

At Meole Brace School we recognise the importance of literacy across the curriculum not only in supporting students' progress in education, but also as in equipping them with skills for employment and the wider world.

You will join a dynamic, collaborative and impactful literacy team. Whilst you will work closely with another HLTA-Literacy, you will also liaise with the school's Literacy Leader, SENCO and members of the senior team. We rigorously identify, track and support the literacy skills of all our students with a focus on their reading skills. Central to our literacy drive is expanding the vocabulary of our students and engendering a love of reading. Your role will include building on our culture of reading within school and tailoring literacy support for pupil premium, EAL and low level readers. Your role will also include working with small groups of pupils to improve their numeracy.

Advertisement HLTA—Literacy

HLTA
(£20,540—£22,281)
£14.36—£15.58
Grade 7 (SCP 12—17)

Term Time only Plus 2 PD Days

Required to start as soon as possible

We are looking to appoint an enthusiastic and motivated individual to join our Literacy Team at Meole Brace School.

The successful candidate will need to have recent experience of working with children of a relevant age in literacy development and be committed to raising standards and to gaining the best outcomes for all students.

The post holder will be responsible for improving literacy skills, including reading, working with individual students and small intervention groups. They will also be responsible for leading a numeracy intervention for small groups of pupils.

Visits to the school are welcomed; please contact Mrs Julie Richards on 01743 235961 to arrange a visit.

For further information about the school and an application pack, visit our website:
www.meolebrace.com.

Completed application forms should be emailed to recruitment@meole.co.uk.

Closing date: 24th September 2025 @ 12 Noon

Interview date: 29th September 2025

Meole Brace is committed to equal opportunities, safeguarding and promoting the welfare of children and young people, and we are committed to diversity and gender equality in our hiring practices. We expect all employees to share this commitment. All appointments will be subject to a satisfactory Disclosure and Barring Service (DBS) check.



Job Description – HLTA—Literacy

Details of Post

- ♦ HLTA
- ♦ Reporting to: Literacy Leader
- ♦ Main Workplace: SENDCo
- ♦ Term time plus 2 PD Days
- ♦ 32.5 hours per week (Monday to Friday)
- ♦ Grade 7 (SCP 12—17) £14.36—£15.58

The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check.

Purpose of Post

To facilitate the improvement of literacy skills (including reading) for those students who have difficulty accessing the full curriculum, and therefore assist in removing/reducing barriers to learning in order to improve achievement.

Working under the guidance of the teaching staff and nominated teaching assistants and within an agreed system of supervision, to support access to learning for pupils and to assist the teacher in the management of pupils and the classroom, including support for individual Education Health Care Plans (EHCP's). This could include those requiring detailed and specialist knowledge in particular areas, and those who need particular help to overcome barriers to learning. Work with pupils will be carried out in or out of the classroom.

In addition, the professional work of teachers will be complemented by taking responsibility for specific learning activities under an agreed system of supervision. This may involve planning, preparing, and delivering learning activities for individuals / groups and monitoring pupils and assessing, recording, and reporting on pupils' achievements, progress and development.

(This post may have line management responsibility for other teaching assistants within the school, including training, appraisal, and the allocation and monitoring of work).



Principal Duties and Responsibilities

1. Support for Pupils

- ◆ Be responsible for improving literacy skills (including reading) to targeted individual and small groups, delivering and overseeing a range of interventions.
- ◆ Pay particular attention to those students who are disadvantaged and/or have English as an additional language.
- ◆ To audit, monitor and evaluate the impact of these literacy interventions.
- ◆ Complete relevant documentation to assist in the literacy tracking of students.
- ◆ Communicate with key stakeholders (e.g. parents/carers, teachers) on progress made.
- ◆ Working with the Literacy Team, promote literacy skills (including reading) more widely across the school.
- ◆ Assist in coordinating English interventions (e.g. English Extra, master classes, workshops), communicating with parents/carers and preparing attendance registers.

2. Support for the Teacher

- ◆ Work with the teacher in lesson planning, evaluating, and adjusting lessons / work plans as appropriate.
- ◆ Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- ◆ Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.
- ◆ Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre – determined learning objectives.
- ◆ Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- ◆ Manage the compilation of records, information, and data, and produce reports for analysis.
- ◆ Administer and assess routine tests, undertake routine marking of pupils' work, and accurately record achievement / progress.
- ◆ Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- ◆ Establish constructive relationships with parents / carers as agreed, exchanging information facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

Job Description – HLTA —Continued

3. Support for the Curriculum

- ◆ Support pupils in understanding instructions.
- ◆ Implement structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- ◆ Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teachers.
- ◆ Determine the need for, prepare and use specialist equipment / resources as directed by the teacher, and assist pupils in their use.
- ◆ Be responsible for the management of stock levels, including the management of a budget and the regular audit of resources.
- ◆ Actively seek information regarding, and utilise, the range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

4. Support for the School

- ◆ Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ◆ Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.
- ◆ Contribute to the overall ethos / work / aims of the school.
- ◆ Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support the achievement and progress of the pupils.
- ◆ Support the development of multi-agency approaches to supporting pupils.
- ◆ Attend and participate in relevant meetings as required.
- ◆ Participate in training and other learning activities and performance development as required.
- ◆ Recognise own strengths and areas of expertise and use these to advise and support others.
- ◆ Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- ◆ Be responsible for the provision of out of school hours learning activities, within guidelines established by the school.
- ◆ Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- ◆ Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.

Job Description – HLTA—Continued

5. Management Responsibilities

- ◆ Manage a team of support staff.
- ◆ Liaise between managers / teaching staff and support staff.
- ◆ Hold regular team meetings with managed staff.
- ◆ Represent support staff at teaching staff / management / other appropriate meetings.
- ◆ Undertake recruitment / induction / appraisal / training / mentoring / of other support staff.

6. Other Responsibilities

- ◆ Be aware of and comply with all school policies and procedures
- ◆ Be aware of and support difference and ensure equal opportunities for all
- ◆ Contribute to the overall ethos/work/aims of the school
- ◆ Appreciate and support the role of other professionals
- ◆ Attend and participate in relevant meetings as required
- ◆ Participate in training and other learning activities and performance development as required.

7. Safeguarding

- ◆ Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Safeguarding JD for school staff.

8. Data Protection and other statutory responsibilities

- ◆ Be aware of and comply with data protection responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Data Protection JD for school staff.

9. Other Duties

- ◆ Any other duties that the Headteacher, EHT/ CEO/ Governing Body/ Trustees feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.



Review and Signatures

- ◆ This job description is subject to review by the Headteacher/EHT/ CEO/ Governing Body/ Trustees in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Job Description and Personal Specification agreed by:

Post holder:

Signed: **Date:**

Name of line manager:

Signed: **Date:**



Meole Brace School

Achievement · Respect · Community

Person Specification – HLTA

	Essential	Desirable
Qualifications	◆ Higher Level Teaching Assistant (HLTA) status ◆ Teaching Assistant NVQ Level 4 or have completed training of a similar standard (including NNEB or a certificate in Literacy & Numeracy for Support Assistants)	◆ First Aid qualification ◆ Teaching Assistant Induction Training
Work or relevant experience	◆ At least 6 years relevant experience working in an educational setting ◆ Experience of classroom administration support ◆ Ability to plan and organise effectively ◆ Ability to work with small groups or an individual pupil	
Knowledge and understanding	◆ An in-depth and detailed knowledge of school based education including child development ◆ National learning strategies including Literacy and Numeracy ◆ Non-school based support agencies	
Skills and Abilities (relevant to post)	◆ Good communication skills and ability to relate well to children, staff and parents ◆ Evidence of working well as part of a team ◆ ICT and the willingness to update skills and undertake further training ◆ Ability to plan, prepare and deliver learning activities to groups and whole classes ◆ Management skills ◆ Ability to train, supervise and develop other staff ◆ Sufficiently fluent in spoken English to ensure effective performance in the role	

Person Specification – HLTA

Personal Qualities	◆ Ability to bring to the role, initiative, enthusiasm and commitment ◆ Flexibility and reliability ◆ Willingness to develop skills with further training	
Special Conditions	◆ Willingness to undertake an Enhanced Disclosure and Barring Service (DBS) check	