



**PHOENIX**  
PRIMARY SCHOOL

# Higher Level Teaching Assistant

**Candidate Application Pack**

A **Beyond** ACADEMY  
SCHOOLS TRUST

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## Message from Mel Ireland-Hubbert, Headteacher

As Headteacher here at Phoenix Primary School, I would like to extend to you the warmest of welcomes and thank you for your interest you have shown in the role of **HLTA** here at Phoenix Primary School.

Phoenix Primary School is a large, vibrant, and friendly school. We are a proud accredited enhanced VbE, Centre of Excellence and Character Education setting. With VbE at the heart of our curriculum we are developing ethical vocabulary and ethical intelligence, which could be argued is the most important intelligence for the sustainability of our world, enabling Phoenix children to be educated citizens, helping to engender an appreciation of human creativity and achievement.

Step into Phoenix Primary School and you will feel a haven of warmth and a true sense of community, halls filled with children enjoying their day, staff with a profound sense of humour, a leadership team that places importance on family and professional trust. A team that faces the next steps of each journey with resilience, kindness and compassion. A team that supports the children and their families through so much more than their educational journey.

I hope you find this candidate pack informative. If you would like to arrange a visit to see our wonderful school in action, please don't hesitate to contact us here at the school, using the contact details in this pack.

I look forward to receiving your application.



Mel Ireland-Hubbert  
Headteacher



## About Phoenix Primary School

Phoenix Primary School is nestled in central Chatham.

Chatham is part of the unitary authority of Medway which encapsulates the towns of Chatham, Gillingham, Strood, Rainham and historic Rochester. We are privileged to be surrounded by history and culture from the castle and cathedral at Rochester and the historic dockyard where Nelson's HMS Victory was built, to the Theatres in Chatham and the many state-of-the-art sporting facilities across the towns. We have access to a rich and diverse heritage steeped in tradition and more modern customs and celebrations.

From 2021 Phoenix has become an all-through Primary school who are part of the Beyond Schools Trust. We are a medium sized trust and a family of five schools, Fort Pitt Grammar School, Thomas Aveling School, Robert Napier School and Balfour Junior School. Within our Trust we collaborate and support each other in many ways for the benefit of the children in our care.

Our team at Phoenix work hard to ensure that each child enjoys their time at our school and leaves ready to start a new chapter in their lives. While attending our school each child will be encouraged to be independent, to persevere, be honest and caring, whilst feeling safe and valued.

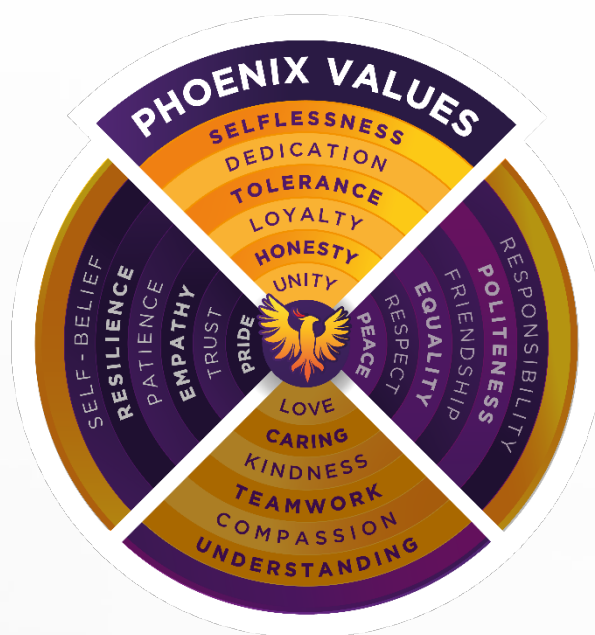
At Phoenix we promote an educational philosophy based on valuing self, others and the environment through the consideration of an ethical values vocabulary.

Values are principles that guide behaviour and choices. At Phoenix, adults model values and give time for reflective practices. We believe that this empowers individuals to be effective learners and good citizens. The Values that we teach help pupils develop their character, to know that individual differences should be valued, to be resilient, reflective, to have empathy and respect for one another.

In June, Ofsted visited Phoenix. We are delighted to share Ofsted's opinion on what it is like to attend Phoenix.

***Pupils at the school are safe, happy and an active part of their community. The pupils at the school embody the school's philosophy of 'valuing self, others and the environment'. Parents support the school's effective work in securing pupils' mental and physical well-being.***

***There are high expectations for pupils' learning and behaviour. Pupils have warm and nurturing relationships with staff. They show good manners and consideration to adults and peers alike. When pupils become upset or do not behave as they should, they know there is support available. They are also aware of the consequences of any poor behaviour. They are also aware that they get the chance to repair relationships and that everyone is treated fairly. Pupils are enthusiastic about learning, and interactions in class and around the school are positive and caring. They value their learning and the opportunities the school provides. Pupils are proud of their school and what they are achieving.***



# Welcome from our Chief Executive Officer

## Welcome to Beyond Schools Trust

We are an ambitious organisation of 5 schools, serving the educational needs of nearly 4,000 children and young people aged 3 to 19.

Our academies are based in a tight geographical area drawing students and employees from Kent and Medway in the Southeast of England.

We employ around 600 people in a range of roles designed to support children to be successful when they leave the Trust. We also rely on the time and commitment of over 70 volunteer Trustees and Governors, who share our ambitions for our schools and our students. These are expressed in our vision, our mission, and our values.



We have a strong belief in the value of lifelong learning. Our Trust fully prepares children, so they have the skills, knowledge, values, and character to be successful in the world beyond our doors. We also believe that our greatest asset as an organization, is our people, and we are privileged to be involved with such courageous, committed and child-centred employees. Everything we do is aimed at providing our staff with the resources and leadership to achieve their best. We believe that a supported and motivated staff create the best environment and opportunities for students to achieve their full potential.

Andrew Minchin  
Chief Executive Officer





# About the Beyond Schools Trust

## Our vision is simple:

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience
- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

## Our Values

Everyone in our Trust has a part to play in bringing the ethos and culture of our values alive. We are committed to ensuring everyone knows why we should value each other and how we should value each other, so we can create a community where we all aspire to succeed. Our values are not the static states of play but things we are always striving to develop and uphold as part of our culture.



## Our Mission

To provide opportunities for everybody to be the best they can be.

We want every one of our students, teachers, or Governors to be the best that can be. We will work tirelessly to support them to reach their potential.



**Beyond Schools Trust, Fort Pitt Grammar School, Fort Pitt Hill, Chatham, Kent ME4 6TJ**



**01634 888115**



[www.beyondschoools.co.uk](http://www.beyondschoools.co.uk)



[hello@beyondschoools.co.uk](mailto:hello@beyondschoools.co.uk)



# Job Description – Higher Level Teaching Assistant

**Reporting to:** Deputy Headteacher

**Salary:** Trust Salary, Points 12-25

**Location:** Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD

## Main Purpose

The HLTA will:

- 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
- Ensure the health, safety and well-being of pupils at all times within the classrooms and playground.
- Cover whole class teaching, providing feedback to pupils and class teacher to promote metacognition and progress across the whole school.
- Promote social skills during consistent and enthusiastic interactions with pupils

## Duties and Responsibilities

### 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)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- 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
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Mark in line with the Quality of Education policy, updating Insight and feeding back to class teacher on all lessons taught.

### 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, if available
- Prepare the classroom for lessons



- Use their area(s) 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
- Plan how they will support the inclusion of pupils in the learning activities
- Use PPA time to plan high quality lessons in line with the planning structure, hub documentation and class teacher support.

#### **Working with staff, parents/carers and relevant professionals**

- 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
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns 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 within and beyond the school
- Develop effective professional relationships with colleagues
- High quality modelling of all values at all times towards all adults and pupils

#### **Health and Safety**

- 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
- Promote respect of playground equipment, organising equipment and informing PE Lead should items be lost / broken.

#### **Professional Development**

- Help keep their 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
- Attend relevant CPD in line with curriculum and deliberate practice plans
- Be receptive to all CPD including PE to support their own high quality teaching and robust understanding of all subjects.

#### **Other areas of responsibility**

##### **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 high quality CPOM accounts in line with the behaviour policy and CPOM training, following up in class teacher absence





## Playtimes

When not teaching:

- Be a proactive and effective member of the lunch time team. Interacting with all children, providing first aid and ensuring the safety and wellbeing of all children Undertaking daily break and lunch time duties, upholding the behaviour policy and values at all times
- High communication with class teachers to hand over
- Provide high quality CPOM accounts in line with the behaviour policy and CPOM training.
- Promote social skills during consistent and enthusiastic interactions with pupils
- Promote respect of playground equipment, organising equipment and informing PE Lead should items be lost / broken.
- Active first aider on site for all minor injuries and health.

The HLTA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

## Generic duties relevant to all members of staff

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources, and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

## Equality and Inclusion

The Trust is dedicated to creating an environment free of bullying, harassment, victimization, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of ALL staff are recognised and valued. It is therefore the responsibility of staff to conduct themselves to help the Trust provide equal opportunities in employment, and prevent bullying, harassment, victimisation, and unlawful discrimination. All staff, as well as the Trust, can be held liable for acts of bullying, harassment, victimisation, and unlawful discrimination, in the course of their employment, against colleagues/staff, pupils, contractors, stakeholders and members of the public.

## Safeguarding

Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations put in place. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures as set out by Beyond Schools Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead at the site where you are located.

## ICT

All staff will be expected to utilise ICT and to improve communication and reduce paper use where possible. Security procedures must be followed when using ICT systems and particular care and attention should be taken with any communications that may result in a breach of GDPR.



All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

### Health and Safety

Employees are required to work in compliance with the Trust's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

### Teaching and Learning

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role, you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

**This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Head of People. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.**



## Person Specification – Higher Level Teaching Assistant

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<p>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</p> <p>First-aid training, or willingness to complete it</p> <p>HLTA qualification - essential</p>
<b>Experience</b>	<p>Experience working in a school environment or other educational setting</p> <p>Experience working with children / young people</p> <p>Experience planning and delivering learning activities</p> <p>Experience of planning and leading teaching and learning activities (under supervision)</p> <p>Experience of leading others</p> <p>Experience of implementing effective feedback to staff and pupils</p>
<b>Skills and knowledge</b>	<p>Good literacy and numeracy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all pupils</p> <p>Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</p> <p>Excellent verbal communication skills</p> <p>Active listening skills</p> <p>The ability to remain calm in stressful situations</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Good ICT skills, particularly using ICT to support learning</p> <p>Understanding of roles and responsibilities within the classroom and whole school context</p> <p>Understanding of effective teaching methods</p> <p>Knowledge of how to successfully lead learning activities for a group or class of children</p> <p>Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</p> <p>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</p>
<b>Personal qualities</b>	<p>Enjoyment of working with children</p> <p>Sensitivity and understanding, to help build good relationships with pupils</p> <p>A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding pupil's wellbeing and equality</p> <p>Resilient, positive, forward looking and enthusiastic about making a difference</p> <p>Capacity to inspire, motivate and challenge children and young people</p> <p>Commitment to modelling and promoting values at all times</p>



**Beyond Schools Trust** is committed to safeguarding and promoting the welfare of children and young people as its number one priority. The commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

This post is subject to an Enhanced DBS Disclosure, Children's Barred List and where applicable Disqualification under the Childcare Act check



## Summary of Terms & Conditions

<b>Start date:</b>	April 2025
<b>Contract Type:</b>	Part-Time, Permanent
<b>Place of Work:</b>	Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD
<b>Hours &amp; days of work:</b>	30 hours per week, Monday-Friday, term-time plus 1 additional week only.
<b>Salary:</b>	Trust Salary Scale, Point 12-25 (£27,711 - £35,235) Actual Salary Between £19,411 and £24,681
<b>Holiday:</b>	Entitlement of <b>27</b> days annual leave rising to <b>31</b> days after five years of service – this, together with bank holidays is included in your annual salary as no entitlement to take holiday on a term time only contract.
<b>Induction Period:</b>	This post has a 6-month induction period.
<b>Pension:</b>	Membership of the Local Government Pension for support staff.
<b>Notice period:</b>	One month to be worked during term-time.
<b>Car insurance:</b>	Trust employees who use their private vehicles in the course of their duties must be covered with their insurers to cover business liability.





# Benefits

## Care First

Access to **Care First** Employee Assistance Programme. Care First provides independent and professional employee support services from qualified counsellors and information specialists designed to help you with a wide range of work, family and personal issues.

## Benenden Healthcare:

Non-contributory membership of Benenden Healthcare Scheme, which includes immediate family access to 24/7 GP service.

## Continuing Professional Development

A comprehensive induction programme for all staff with a commitment to continuing professional opportunities across the Trust.

We invest in our staff by encouraging continuing professional development and enabling opportunities for career progression. An example is that staff have access to collaborative coaching across the Trust. Feedback from staff (May 2023) includes the following:

*"It has been brilliant to speak to people who are in a similar position and have similar expectations in regards to the whole educational environment"*

*"The time to speak to our colleagues across the Trust and to go on this journey together has been welcomed".*

*"I have learned so much during these workshops and I am extremely grateful for them"*

*"Learning the skills to become an effective leader for when I become a middle leader"*

*"I feel more confident in my people skills and how I motivate and converse with my team in order to achieve our shared goals".*

## Staff Wellbeing:

Whole Trust approach to well-being.

## Pension Scheme:

Support staff with a contract of more than 3 months will be automatically enrolled in the **Local Government Pension**. Contribution bandings are based on actual salary. Contribution rates from 1<sup>st</sup> April 2023 are as follows:

Annual Salary Rate	Member contribution Rate
Up to £16,500	5.5%
£16,501 to £25,900	5.8%
£25,901 to £42,100	6.5%
£42,101 to £53,300	6.8%
£53,301 to £74,700	8.5%
£74,701 to £105,900	9.9%
£105,901 to £124,800	10.5%
£124,801 to £187,200	11.4%
£187,201 and above	12.5%



<b>Other Benefits:</b>	Two-week, half-term break in October
<b>Employee Referral Scheme</b>	Up to £500 payable for a new employee referral across the Trust
<b>Family Friendly Policies</b>	The Trust offers generous family friendly policies including maternity, paternity, shared parental leave and adoption.
<b>Cycle Scheme:</b>	The Trust is a member of the Cycle to Work Scheme.
<b>Catering:</b>	On site catering at affordable prices
<b>Employee Discounts include:</b>	<p>20% discount off membership for Avenue Tennis  <a href="#">Medway Gym &amp; Fitness Centre</a>   <a href="#">Avenue Tennis</a></p> <p>Access to Civil Service Sports Council, by becoming a member you start enjoying thousands of exclusive discounts, including free, unlimited, year-round family entry to English Heritage and Kew Gardens, a Tastecard and many more discounts.</p> <p>Free annual subscription to Headspace</p>



# The Recruitment Process

**Closing date:** Friday 21 February 2025

**Interview date:** Friday 28 February 2025

***We reserve the right to bring forward the closing date where interest and applications received are high, therefore we encourage early applications.***

To apply please complete an application form which can be found on the school's careers page [Our Vacancies | Phoenix Primary School](#)

If you wish to discuss the role, please contact **Jo Penn** via email at [jpenn@phoenixprimary.com](mailto:jpenn@phoenixprimary.com)

## The application form

Please complete the application form as fully as possible. Gaps in employment do need to be explained, therefore please provide as much information as possible. For example, if you undertook a gap year or had a period of unemployment, please state this. You will be unable to submit your application if there are any gaps.

All applications will be acknowledged, and you will be contacted thereafter of next steps.

## Right to work in the UK

Unfortunately, if you do not have right to work in the UK, we are unable to process your application. If you are invited to attend an interview, you will be asked to produce original and up-to-date documentary evidence of your right to work in the UK.

## Safeguarding

Safeguarding is our highest priority; therefore, pre-employment checks will be undertaken prior to a successful candidate joining. This includes references from current or most recent employer, an enhanced DBS with children's barred list check, and original certificates of qualifications will also need to be provided. It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, you will be required to complete a self-disclosure form this will be sent with your invite to interview and must be completed, signed, and returned prior to interview. The Trust will also undertake an online search as part of its safeguarding duties at offer stage.

The schools safeguarding Policy can be found [here](#)

## CV

We do not wish to see your CV so please do not include it.



### Supporting Statement

Your supporting statement is important and will be the basis of our shortlisting and progressing your application, therefore you need to ensure you answer the following as concisely as possible:

- Why you believe you are a strong candidate for the position.
- Set out impact you have made in your current/previous positions.
- Make reference to the job description and person specification to set out how you meet the criteria.

### Additional skills:

Aside from your professional skills relevant to the role you are applying for we are interested in you as an individual, therefore do share with us any additional skills, hobbies, and abilities that you would like us to know about

### References:

Do provide referee details as outlined, please ensure you indicate whether references can be taken up before interview.

### Equal opportunities monitoring:

This will be kept separate from your application and used only for monitoring purposes by the HR department.

### Special arrangements:

Please do set out in the application form any special arrangements we should try to make if you are invited to interview.

### Retention of Personal Information:

Any information supplied by an unsuccessful candidate will be destroyed six months after date of shortlisting.

Any data about you will be held securely with access restrict to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Our Privacy policy is available on our [Our Vacancies | Phoenix Primary School](#)

### Equality and Diversity:

We recognise the benefits of a diverse workforce. We are committed to eradication discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference.

### Criminal Convictions:

All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on the application form and when completing a Discloser and Barring form. Failure to provide this information may result in dismissal. A Children's Barred List check is also obtained on anyone who will be working on or coming into contact with children; and must be received by the school before employment can commence.



## Living and working in Medway

On the banks of the River Medway from which it takes its name, Medway is the second largest conurbation (after Brighton) between London and continental Europe. This combined with its comprehensive transport links, makes Medway a gateway to the capital, the county of Kent and the continent.

With its regeneration programme providing a variety of new homes and growth for all, Medway is already one of the South East's fastest growing areas. Its ambitious vision provides economic and housing opportunities across all five major towns – all of which act as a magnet for a diverse range of businesses, property hunters and investors.

“Its comprehensive transport links make Medway a gateway to the capital, the county of Kent and the continent.”

Families and commuters are attracted to Medway by the choice of accommodation and facilities in Medway and can live close to schools, railways, and town centres, including Rochester's historic high street. Not only does Medway boast the biggest regeneration zone within the Thames Gateway, but it is surrounded by award-winning green spaces and world-renowned heritage sites.

## Living in Medway

Medway's housing landscape is very diverse – from Victorian period properties and cottages to newly-developed modern builds and suburban developments. There is something for everyone from families big and small to couples and individuals wanting to find their perfect home.

Medway has the lowest council tax in Kent and one of the lowest rates in the M25 corridor.

A multi-million-pound regeneration programme is currently transforming Medway's landscape bringing 29,000 new homes, many of them stunning riverfront developments.

Medway is a place in which you can enjoy both living and working. A thriving business location but also within an easily commute to London and yet beautifully green with seven green flags accredited parks. It's a great place to put down roots and make a life.

More than 80% of Medway schools have an OFSTED rating of good or better and is home to four universities.





# Higher Level Teaching Assistant



**Salary:** Trust Salary Scale, Point 12-25 (£27,711 - £35,235)  
Actual Salary Between £19,411 and £24,681

**Start date:** April 2025

**Hours:** 30 hours per week, Monday-Friday, term-time plus 1 additional week only.

**Location:** Phoenix Primary School, Glencoe Road, Chatham, Kent ME4 5QD

**Closing date:** Friday 21 February 2025

**Interview date:** Friday 28 February 2025

Are you passionate about nurturing young minds and helping them reach new heights in their education journey?

We are seeking an experienced and dedicated HLTA to join our supportive and welcoming school. You will have a passion for working with primary school children and foster a positive and inclusive classroom environment.

Step into Phoenix Primary School and you will feel a haven of warmth and a true sense of community, halls filled with children enjoying their day, staff with a great sense of humour, a leadership team that places importance on family and professional trust. A team that faces the next steps of each journey with resilience, kindness and compassion. A team that supports the children and their families through so much more than their educational journey.

## In return we offer:

- A comprehensive induction programme.
- Growing well-being team with Mental Health Lead supporting children and staff.
- A healthy work-life balance and a committed SLT.
- A happy and caring community.
- Non-contributory membership of Benenden private health care cover.
- Membership of the Local Government Pension Scheme..
- Two-week, half-term break in October.
- Cycle to work scheme

For further details on this role and to apply please visit the school's careers page [Our Vacancies | Phoenix Primary School](#)

Visits to the school are strongly encouraged. For further information and to arrange a school visit, please contact **Jo Penn** on **01634 829009** or via email [jpenn@phoenixprimary.com](mailto:jpenn@phoenixprimary.com)

***We reserve the right to bring forward the closing date where interest and applications received are high, therefore we encourage early applications.***

## Safeguarding commitment

Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All post holders in a regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosing and Barring Service (DBS) Enhanced check".



### Equality & Inclusivity Statement

At **Beyond Schools Trust** we strive to be a diverse and inclusive workplace where we can ALL be ourselves. We particularly encourage applications from under-represented communities, including but not limited to those who identify as Black, Asian or from a minority ethnic background.



## Our Location

### Phoenix Primary School

Glencoe Road  
Chatham  
Kent  
ME4 5QD

**Tel: 01634 829009**

Email: [office@phoenixjuniors.co.uk](mailto:office@phoenixjuniors.co.uk)

[www.phoenixprimary.com](http://www.phoenixprimary.com)

<https://w3w.co/pinch.hurls.chef>

