

THE · QUEEN'S · SCHOOL



CANDIDATE INFORMATION PACK

Higher Level Teaching Assistant and Higher Level Teaching Assistant - ELSA (x2 roles)

Both roles are full time | For September 2026 start | Closing
at 9am Wednesday 17 June 2026

Unlock *Her* Future



Join one of the *highest performing* all-girls' school in the North West

Thank you for your interest in the positions of Higher Level Teaching Assistant and Higher Level Teaching Assistant – ELSA (Emotional Literacy Support Assistant) at The Queen's School. Reporting to the SENCO, these roles are for committed and skilled individuals seeking to make a meaningful difference to pupil outcomes and maintain the high quality of provision in our Senior School.

Comprised of The Queen's Sixth Form, Senior, and Lower School, we are seeking to appoint a Higher-Level Teaching Assistant and Higher-Level Teaching Assistant - ELSA to provide essential support to pupils who need additional help accessing learning, additional academic intervention, as well as social and emotional support. The successful candidates will have experience of working with pupils with SEND needs and providing class support, interventions and working on a 1:1 basis.

The first-choice school for happy, confident, future-ready girls, our approach brings together strong academic standards, a city-powered co-curricular and enrichment programme, and highly personalised pupil support. This means consistently exceptional outcomes; breadth of opportunities from sports, the arts and STEM to future skills and leadership; and a level of individual attention enabled by our boutique scale, flexible curriculum pathways, close relationships and decisions shaped around every girl's needs, interests and passions. From our newly launched Pre-School through to Year 13, our all-girls environment increases participation, removes barriers and gives pupils the confidence to step forward and have a go.

More information about our approach is available at www.thequeensschool.co.uk.

I look forward to receiving your application.

Joanne Keville
Head

“A wonderfully empowering environment in which girls flourish academically but also personally, with bountiful opportunities on offer to pursue extracurricular passions and interests of every variety.” – Good Schools Guide



Job Description

Job Title: Higher Level Teaching Assistant and Higher Level Teaching Assistant - ELSA

Responsible to: SENCO

Objectives of the post:

To provide essential support to pupils who need additional help accessing learning, social and emotional support and for the HLTA - ELSA, running specific ELSA sessions for pupils who have been identified.

Key responsibilities:

1. Supporting students
 - Work flexibility to ensure pupils with an EHCP receive the support they require
 - Provide in-class support, working alongside teachers to determine how to best enable girls to make progress.
 - For the HLTA - ELSA, provide ELSA sessions across both the senior and lower school.
 - Work alongside subject teachers to plan and deliver 1:1 or small group interventions to develop girls' literacy, numeracy or science knowledge.
 - Act as a point of contact for parents of key pupils.
 - Work with pupils to help them understand how they learn best and communicate this to other staff through the creation of one-page profiles.
 - Monitor pupil responses to learning activities and accurately record achievements and progress as directed.

1. Supporting students (Continued)

- Support pupils who require access arrangements for internal and public examinations e.g. acting as a reader or scribe.
- Promote good pupil behaviour, deal promptly with conflict and minor incidents in accordance with established policies.

2. Supporting the SENCO:

- To assist in the development, implementation, and review of individual Student Support Plans.
- To assist with administrative tasks when appropriate.
- For the HLTA – ELSA, to assist with the evaluation and implementation of ELSA.
- To contribute to the evaluation of support programmes, by providing regular feedback about students to the pastoral team
- To contribute, where appropriate, to reviews of students' EHCPs.
- Administering screening tools to identify SEND needs in pupils.

3. Supporting the School more broadly:

- To liaise, advise and consult with all staff when necessary.
- To work collaboratively with teaching staff and assist teachers in ensuring quality first teaching is in place.
- Act as an invigilator for internal and external exams.
- Contributing to the maintenance of a caring and stimulating environment for young people.
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies

Carry out other associated duties as are reasonably assigned by the Headmistress or other appropriate senior member of staff

The post holder may also be required to perform any other duties as may be reasonably required as far is relevant to the post holder's grade and level of responsibility, for which the post holder has the necessary experience and/or training. Responsibilities may be subject to review from time to time and amended to reflect changing circumstances.



Person Specification – Higher Level Teaching Assistant and Higher Level Teaching Assistant - ELSA

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria
Qualifications	<p>5 GCSEs including English and Maths at Grade C/4 or above or equivalent</p> <p>First aid training or a willingness to complete it</p> <p>For Higher Level Teaching Assistant – ELSA, the ELSA qualification is essential</p>	<p>A-Level qualifications or equivalent</p> <p>Formal Teaching Assistant qualification/HTLA status</p> <p>Further professional development in special educational needs/disabilities</p> <p>ELSA qualification</p>
Experience:	<p>Experience of working with KS3 and/or KS4 pupils with SEND needs – providing in class support and working on a 1:1 basis</p> <p>Planning and delivery of 1-1 or small group learning activities</p> <p>Effective use of ICT</p>	<p>Delivery of targeted interventions to develop literacy, maths and science skills</p> <p>Working with pupils with Social, emotional and mental health</p> <p>Liaison with parents</p> <p>Use of screening tools to identify needs e.g. reading and spelling assessments</p>
Skills and personal competencies	<p>Excellent communication and organisation skills</p> <p>Ability to work under pressure while maintaining a positive, professional attitude</p> <p>Ability to organise and prioritise workload and work on own initiative</p> <p>Approachable and empathetic to the</p>	<p>Specific knowledge on how to support pupils with social communication needs (Autism) and dyslexia</p> <p>Knowledge of emotional literacy strategies</p>

Skills and personal competencies (Continued)	needs of others An ability to relate well to children and develop effective, professional working relationships with adults	
Knowledge	Understanding of strategies to make learning accessible to young people with a range SEND needs Understanding of how behaviour can be a way for young people to communicate their needs and how to respond to this	

BENEFITS

The successful candidates will be offered an attractive package reflecting the significance of the roles. The package has several other benefits including:

- A strong sense of community
- Supportive colleagues
- Pension Scheme
- Discounted school fees
- Subsidised meals and refreshments available
- Access to 24/7 online GP and other health and well-being experts
- On site parking if required
- Regular social events
- Small teaching classes

NOTES

We hope that this brochure provides you with plenty of detail about the roles. If, however, you have any other specific questions you would like answered before deciding whether to make an application, please email the Human Resource Department at recruitment@thequeensschool.co.uk.

APPLICATION PROCESS

Please read all the information provided before completing your application. All applications should be made electronically.

Key Dates:

- Closing date: **9am on Wednesday 17 June 2026**
- Interview date: **Wednesday 24 June 2026**
- Start date: September 2026

When completing your application, you should submit:

- The School's official application form – available on the School website
- Please note that applications will only be considered on the School's application form.
- A letter of application, (no more than one side of A4) which should include your reasons for applying for the position. This becomes particularly crucial if your situation involves significant factors such as a notable change in pay, a shift in career, or relocation. Please address to the Human Resources Department and submit by **9am on Wednesday 17 June 2026** by emailing: recruitment@thequeensschool.co.uk
- Please do not send testimonials, certificates, or examples of work etc.
- **It is The Queen's School policy that feedback will not be given following application.**

Guidance for the completion of the 'Personal Statement' section

This is an important section of the application as it gives you the opportunity to tell us specifically why you think you should be considered for the job, showing how well your skills, abilities and experience meet our requirements. You should give clear examples of impact rather than simply stating that you possess certain skills and abilities or simply outlining all your experiences whether relevant or not. It is also important that you use this section of the application form to outline how you would contribute to The Queen's School co-curricular programme.

References

Shortlisted applicants are advised that references will be taken up prior to interview. All offers of employment are subject to the receipt of a minimum of two satisfactory references. One of the references must be from your current or most recent employer. If your current/most recent employment does/did not involve working with children, then the second referee should be from the employer with whom you most recently worked with children. If you are or have been employed within a school, then one reference must be from the Head of your current school, or the last school at which you worked. Neither referee should be a relative or someone known to you solely as a friend.

Online Checks

In line with statutory requirements and KCSiE guidance, the School will undertake relevant checks on publicly available online and social media presences. Any concerns or issues arising from the checks will be discussed as part of the Safer Recruitment processes as appropriate.

Shortlisting and Interviews

If you are shortlisted, your visit will involve a brief session with our Human Resources Department, to undertake several checks we are required to carry out by the Department for Education (DfE). These include the requirement for a satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS); and checks to verify your identity, address, right to work in the UK (you will be asked to produce your passport and/or visa before commencing work), qualifications and overseas checks (if relevant). A list of valid identity documents will be sent to you in advance of your interview. Successful candidates will also be asked to confirm that they are medically fit to carry out the duties associated with this post.

During your visit with our Human Resources Department, if you have not done so already, you will be required to sign your application form to declare that the information you have given is accurate and true.

Please notify the School if you have any disability for which special arrangements need to be made for either the interview or if the position is offered.

All interviewees must bring original documents confirming qualifications and professional training, and three identification documents:

- at least two of the following: passport, driving licence photocard, birth or marriage certificate (evidencing change of name)
- and one document evidencing address: driving licence, council tax bill, or recent financial statement or utility bill dated within the last three months.

If you are unsuccessful, please be assured that photocopies of documents taken will be destroyed.

Should you have any other questions relating to the post, please contact the School at

recruitment@thequeensschool.co.uk.



Conditional Offer of Appointment

At Queen's we are committed to safeguarding and promoting the welfare of children and young people. Any offer to a successful candidate will be conditional upon the following:

- Verification of identity;
- Verification of qualifications and professional status;
- Satisfactory criminal records check at enhanced level through the Disclosure and Barring Service (DBS);
- A check against the Barred List;
- A Prohibition from Teaching check;
- A Prohibition from Management check;
- Where the successful candidate has worked or been resident overseas for three months or more in the previous ten years, such checks and confirmations as the School may require in accordance with statutory guidance;
- Verification of the right to work in the UK;
- Receipt of at least two satisfactory references;
- A check for gaps in your employment history;
- Verification of medical fitness - completion of a pre-employment medical declaration;
- Satisfactory completion of the probationary period.

It is the School's policy to employ the best qualified team and to provide equal opportunity for the advancement of our team, including promotion and training, and not to discriminate against any person because of their race, colour, national or ethnic origin, sex, sexual orientation, marital or civil partnership status, religion or religious belief, disability or age.



THE
QUEEN'S
SCHOOL