COMPASS
NEW DIRECTIONS
IN LEARNING

Higher Level Teaching Assistant Compass Plus

Information for Applicants

Compass Learning Centre
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Dear Applicant,

Thank you for your interest in the post of Higher Level Teaching Assistant (HLTA) based at Compass Plus.

Compass Learning Centre is looking to appoint an experienced, qualified Higher Level Teaching Assistant (HLTA) starting As soon as possible, joining our team to work predominantly within our exciting off-site provision, **Compass Plus**. This project is based in premises on the outskirts of Dorchester, working alongside existing Compass staff and specialist instructors.

The role will involve leading, supporting, planning and delivering up to four GCSE subjects including English, Maths, Vocational Studies and Life Skills, alongside supporting with the delivery of a variety of outdoor education activities.

The successful candidate will also undertake the role of Deputy Designated Safeguarding Lead, for which full training will be given.

Compass Plus caters for students with a range of educational needs who are Key Stage 4, Years 10 or 11. Hours of work are 32 hours per week over 5 days, term time including INSET days. This post is fixed term until 31 August 2027 in the first instance with the potential to become permanent.

The salary range for this post is Dorset Council Grades 9, points 19-25 dependent on experience.

This post would suit someone who enjoys working outdoors, has a passion for working with young people, and who would like to make a difference to lives of young people with complex needs and challenging behaviour.

This position is challenging but rewarding and will require you to work both alongside teachers and other education professionals, as well as independently under teachers' direction, supporting the work of groups of children and individuals. Duties are varied, depending on the special needs of the students concerned.

The successful candidate will:

- Have achieved a minimum of 5 GCSEs (or equivalent) at grade 4 / C or above, including English and Mathematics
- Qualified HLTA status
- Ideally have experience working with young people with complex needs and challenging behaviours and experience or interest in working in outdoor education or education out of the traditional classroom environement
- Promote the inclusion of all students

- Contribute to the safeguarding and protection of all students

The young people we educate have struggled to maintain a place in mainstream school and come to us with a variety of additional needs. Our challenge is to help them build the confidence, knowledge and skills to unlock their potential. This role will suit someone who is caring, understanding and can demonstrate energy and enthusiasm with a strong positive behaviour management ethos. Class sizes are small and all of our students need bespoke individualised learning.

If you are a good team player, who is motivated, patient, resilient, understanding and have the ability to establish a rapport with young people in a busy and lively setting, this may be the job for you. You will be joining an outstanding, hardworking and friendly team of staff.

If you are interested in this post or would like more information, please contact – Michelle Nokes, Heads PA – 01305 – 206530, email: m.nokes@compass.dorset.gov.uk.

Closing date for applictaions is **Midnight on Sunday 22 November 2026**

Alison Glazier,
Headteacher,
Compass Learning Centre

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Information About Compass Learning Centre:

Compass Learning Centre is a 'good school' (Ofsted October 2024) and a successful Pupil Referral Unit (PRU), part of the Alternative Provision (AP) in education. It is fully supported by a committed Management Committee who work closely with the Headteacher and Senior Leadership Team. The Pupil Admission Number (PAN) is currently 67. The number of students on roll varies throughout the year dependent on the number of referrals from schools within the Weymouth and Portland area and from Dorset Council.

Students who attend Compass Learning Centre predominantly experience difficulties engaging in a mainstream school and come to us with a variety of additional needs. The centre caters for students who have been permanently excluded from a mainstream school, individuals with medical conditions that prevent attendance at mainstream schools and a few students without access to regular education. A number of students are admitted with an Education Health Care Plan, a few are in the care of the local authority and others attend for a fixed period of time on a Dual Registration basis. We serve the wider West Dorset community, however the majority of students who attend Compass come from the Weymouth and Portland area.

Some students follow short-term, work-related social development or resilience building courses at Rylands Farm, Dorset Trade Skills, Max Events, and Weymouth Sailing Academy. All students are offered full-time programmes. However, the time spent in school is tailored to meet individual students' needs.

Information About Compass Plus

Compass Plus is Compass Learning Centre's Extended Provision. Based on the outskirts of Dorchester, we have a provision that offers opportunities for students who would benefit from learning outside of the traditional classroom. We have developed a pathway for students to get back to learning using a very different environment to a traditional school, exploiting the outdoors, having a relaxed and nurturing atmosphere, using highly skilled staff and at a pace that is flexible to the individual's needs.

This provision is for Key Stage 4 students who are likely to have been out of education for some time and need a way to reignite a passion for learning but in a non-traditional way. As well as the formal teaching of English, Maths, Life Skills & Vocational Studies, students also use the facilities onsite to enrich the curriculum such as mountain bikes, the gym, climbing wall, water sports, small animal enclosure, the farm and the climbing wall.

Students have the opportunity to take formal exams in order to gain qualifications that are appropriate for them.

Safeguarding:

Compass Learning Centre is committed to safeguarding and promoting the welfare of children and young people; this is a commitment which we expect all staff and volunteers to share. The successful candidate will be required to have a Disclosure & Barring Service check in line with the Government's safer recruitment guidelines. We value the diversity of our workforce and welcome applications from all sectors of the community.

Please ensure that your application is completed in full, listing all qualifications from secondary school up to the most recent qualifications gained and a full employment history is stated from school until present day.

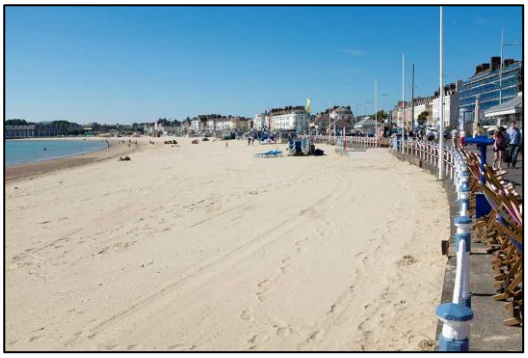
Compass Learning Centre will conduct a number of online searches of shortlisted candidates. Part of which will be a safeguarding check, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination a person who will not be on the appointment panel will conduct the search and will only share information if and when findings are relevant and of concern.

About the Local Area:

Compass Learning Centre is situated in the coastal town of Weymouth in the heart of the Jurassic Coast. The town has long been a popular holiday destination – holidaymakers have been flocking to this corner of Dorset since King George III was a regular visitor more than 200 years ago. Weymouth's central position also makes it a great base from which to visit the Jurassic Coast, with much of the coastline in both directions easily accessible.

There is plenty to keep everyone in family busy. Nearby Portland Harbour is home to the Weymouth and Portland National Sailing Academy, which was host to the sailing events of the 2012 Olympic and Paralympic Games, with water borne activities plentiful. The town has a football, rugby and cricket club, together with sports and leisure centres and a choice of golf clubs in the surrounding areas. There are plenty of opportunities to explore the great outdoors whether it's walking, hiking, cycling or just a gentle stroll along the Georgian Esplanade which forms the backdrop to Weymouth Beach.





There are plenty of restuarants, bars and entertainment venues within the town including the Weymouth Pavillions theatre. The town hosts many events throughout the year including the popular 'Seafest - Dorset Sea Food Festival'. If you want to travel a little further afield, the rolling hills of Exmoor and the market towns of Bridport, Axminster and Honiton are to the west, with Swanage, Bournemouth and Poole to the East.

What We Can Offer You:

Compass Learning Centre is a very special place to work and our staff have very special qualities. They are kind, caring and genuinely want our students to achieve their very best.

As a small school, our staff work very closely together and we set great store on positive professional relationships. Our staffing levels vary between 28 and 35 full and part-time members of both teaching and support staff dependent on our student numbers. Class numbers are small with each class having a dedicated Teaching Assistant.

We are committed to your professional development and there are opportunities to work in partnership with colleagues locally across the Weymouth and Portland area and with other Learning Centres in Dorset. To

assist with the understanding of our students we offer specialist behaviour and classroom management CPD within a supportive environment with experienced professionals to guide practice.

In addition, Compass Learning Centre is serious about the wellbeing of its staff and operates in a culture of mutual respect, trust and compassion that recognises the importance of a work-life balance.

By joining Compass Learning Centre, you become part of a school which recognises the uniqueness of each and every learner and ensures they have access to opportunities that will offer a high quality, flexible alternative provision route, which leads to achievement and accreditation that enables them to successfully take their next steps in life.







Equality and Diversity:

Compass Learning Centre recognises that by valuing and promoting equal opportunities in employment for all employees and job applicants and avoiding unlawful discrimination in employment and delivery of services, we will be able to deliver first class education.

We aim to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We also value diversity and recognise the varied contributions that a diverse workforce brings to an organisation; we are committed to drawing on different perspectives and experiences of individuals, which will add value to what we do.

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HIGHER LEVEL TEACHING ASSISTANT

JOB DESCRIPTION

Job description

Job title: Higher Level Teaching Assistant (HLTA)
Job ref: XS 10.8
School:
Grade: Dorset Grade 9
Reports to: Class or Subject Teacher

Main job purpose

This is primarily a classroom-based role. Postholders will work as members of school teams, working with teachers, teaching assistants and pupils to make a major impact on teaching and learning

Higher Level Teaching Assistants will have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. They will be committed to raising pupils' educational achievement

The primary purpose of the Higher Level Teaching Assistant is to complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. He/she will have a significant role to play in the planning, delivery and monitoring of learning activities.

He/she may be deployed as one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time. They may carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

Main responsibilities and duties

To undertake the following, subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school:

1. Planning and preparing lessons and courses for pupils
    - To contribute effectively to teachers' planning and preparation of lessons.
    - Work within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
    - To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
    - To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
2. Delivering lessons to pupils. This includes lessons delivered via distance learning or computer aided techniques:
    - Using clearly structured teaching and challenging learning activities, they interest and motivate pupils, and advance their independence as learners.
    - Communicate effectively and sensitively with pupils to support their learning.
    - Promote and support the inclusion of all pupils in the learning activities in which they are involved.
    - Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
    - Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
    - Where relevant, guide the work of other adults supporting teaching and learning in the classroom.

Dorset Council

- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

3. Assessing and recording the development, progress and attainment of pupils:
    - Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities.
    - Monitor pupils' responses to learning tasks and modify their approach accordingly.
    - Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
4. Reporting on the development, progress and attainment of pupils:
    - Contribute to maintaining and analysing records of pupils' progress
    - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

Essential:

1. Higher Level Teaching Assistants must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning.
2. This knowledge and understanding will relate to a specialist area, which could be subject based or linked to a specific role (e.g. in support of an age phase or pupils with particular needs).
3. They must have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework
4. They must have sufficient understanding of their specialist area to support pupils' learning and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
5. They must be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved
6. They will understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
7. They will know how to use ICT to advance pupils' learning and use common ICT tools for their own and pupils' benefit.
8. They will know the key factors that can affect the way pupils learn and promote the inclusion and acceptance of all pupils within the classroom.
9. They are aware of the statutory frameworks relevant to their role.
10. They know the legal definition of Special Educational Needs (SEN), and are familiar with the guidance about meeting special educational needs given in the SEN Code of Practice.
11. They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Additional:

1. The postholder should have been assessed by an accredited Assessor as having met the HLTA standards
2. Recent successful experience as a Teaching Assistant or similar position within an educational environment
3. Qualifications equivalent to NVQ Level 3 for Teaching Assistants
4. Successful completion of NVQ level 3 for Teaching Assistants/or equivalent specialist qualification /or minimum 40 credits towards Certificate of Higher Education or foundation degree
5. Willingness to undertake further relevant study or training

Supervision & management

To carry out duties subject to the direction and supervision of a nominated teacher in accordance with arrangements made by the headteacher of the school

To supervise and manage pupils and their learning within the context of the learning environment, in accordance within an agreed remit from the class or subject teacher.

To supervise the work of Teaching Assistants within the learning environment, unless a qualified teacher is present.

Problem solving and creativity

The postholder must act consistently within school policy and procedures to ensure that pupils are treated fairly and with equality. Lack of such consistency would have significant repercussions for other colleagues and for whole school ethos

The postholder will need to use a variety of interpersonal skills and strategies to establish supportive and positive relationships with colleagues, pupils, parents and carers.

Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.

Flexibility in carrying out duties will be required

Key contacts & relationships

Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.

Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.

Encourage pupils to interact and work co-operatively with others

Work collaboratively with colleagues and carry out their roles effectively: know when to seek help and advice.

Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.

Aim to improve their own practice, including through observation, evaluation and discussion with colleagues.

Decision making

There will often (regularly) be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the postholder will often need to act on his or her initiative.

He/she will take responsibility for the maintenance of working standards and behaviour in the learning environment when working in charge of a group or class of students

Resources

Books, stationery, writing equipment

ICT and AVA equipment

Working environment

Work within the established policies of the school

Size, phase and type of school will var

Includes work with individual pupils as well as groups and whole classes

Normal school environment which will involve standing for extended periods and also frequent bending

Frequent use of ICT and AVA equipment

Lifting of books and equipment

Some school sites are extensive where postholders may be required to work throughout the site on more than one floor.

Within a Special School environment staff may be required to deal with a range of needs which may be physically demanding

School environment with a variety of learning environments including classrooms and specialist areas

Occasional disruption to planned tasks and order of tasks by pupils and colleagues

Occasional requirement to work outside the normal school environment eg visits

Within a Special School environment staff may be required to deal with extremes of behaviour and /or a range of needs which may be physically and /or emotionally demanding

Approval			
Prepared by	Chris Matthews	Date	January 2005
Designation	Pay and Reward Manager		