

JOB DESCRIPTION

Job Title: Higher Level Teaching Assistant (HLTA)	Grade/Salary Range: Grade E
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JOB PURPOSE

You will complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This is a varied and split role: four days per week are spent in direct classroom support, and one day per week is dedicated to the administration, updating and strategic development of a year group's Support and Provision Plans (SAPs). This will involve planning, preparing and delivering learning activities when required for whole classes/small groups and monitoring students and assessing, recording and reporting on student's achievement, progress and development.

DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE

To be responsible to the Classroom Teacher and/or SENDCO/Deputy SENDCo (lesson by lesson)

MAIN DUTIES AND RESPONSIBILITIES

- Delivering learning activities to students within an agreed system of supervision, adapting activities according to student responses/needs.
- Delivering intervention strategies, e.g., literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of students' skills and wellbeing.
- Using ICT effectively to support learning activities and develop students' competence and independence in its use.
- Selecting and preparing resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Monitoring and evaluating student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Promoting the inclusion and acceptance of all students within the classroom.
- Provide feedback to students in relation to progress and achievement.
- Writing, reviewing and maintaining Support and Achievement Plans (SAPs) for a designated year group, ensuring documentation is accurate, up to date and reflects the graduated approach.
- Supporting the SENDCO in implementing, monitoring and reviewing Education, Health and Care Plans (EHCPs) and provision mapping for students with additional needs.
- Communicating confidently and professionally with students, families, class teachers and external agencies regarding individual students' needs and progress.
- Working proactively and independently to manage a caseload of students with SEND, meeting deadlines for review cycles and statutory requirements.

PROFESSIONAL VALUES AND PRACTICE

- Have high expectations of all students encouraging them to live our school motto – 'Personal Excellence and Collective Responsibility'.
- Respect students' social, cultural, linguistic, religious and ethnic backgrounds.
- Build and maintain successful relationships with students, treating them consistently, with respect and consideration and to be concerned for their development as learners.
- Demonstrate and promote the same positive values, attitudes and behaviour that are expected from students and as outlined in the NAT Staff Code of Conduct.
- Work collaboratively with colleagues to meet the needs of all students (inc SEND students).
- To play a full role in the life of the school community.
- Carry out all aspects of the role effectively and to seek help, advice or guidance as necessary.

STAFF DEVELOPMENT

To take part in the school's staff development programme by participating in arrangements for further training and professional development.

- To continue personal development in the relevant areas.
- To engage actively in the Performance Management Review process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

SCOPE OF JOB (Budgetary/Resource Control, Impact)

- No direct budgetary responsibility.

OTHER SPECIFIC DUTIES

To be responsible for ensuring that the Trust's Safeguarding policy is adhered to, ensuring concerns are raised in accordance with this policy, including logging information on CPOMs.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager or Headteacher to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This role has been identified as public facing in accordance with Part 7 of the Immigration Act, and therefore the ability to fulfil all written and spoken aspects of the role with confidence in English will be required. Conversing at ease with the public including students, answer questions and provide advice, including the use of appropriate specialist terminology relevant to the job role/profession and where necessary for an extended period of time.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Date: June 2026

Safeguarding Statement:

This School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. The post holder is responsible for ensuring they adhere to the School's Child Protection Policy and that any concerns are raised in accordance with this policy. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant pre-employment checks.

PERSON SPECIFICATION

Job Title: Higher Level Teaching Assistant

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training	A qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework with a pass at GCSE Grade C or equivalent	- Achievement of the Professional Standards for Higher Level Teaching Assistants - An NVQ level 2 in Teaching and Learning
Competence Summary (Knowledge, abilities, skills, experience)	- Able to motivate and encourage students - Experience of in-class support in a secondary setting - Understanding of SEND, including EHCPs, provision mapping and the graduated approach - Ability to work independently, managing own caseload and meeting deadlines without close supervision - Able to confidently and professionally communicate with students, families, teachers and external agencies - Awareness of child protection and bullying issues	- A good level of knowledge and understanding of more than one area of learning, e.g., English, mathematics, science, SEN. - Specialist knowledge and experience e.g., in behaviour management, pastoral care, special educational needs or individual subject areas - Experience of writing, reviewing and maintaining Support and Provision Plans (SAPs) or equivalent documentation
Work-related Personal Requirements	- Values-driven, reflective practitioner who is aligned with the school's ethos of belonging, inclusion and academic excellence - Actively enjoys working with children and has empathy with students and is sympathetic to their needs - Professionally discreet and able to respect confidentiality - Flexible approach to tasks - Firm, sensitive and effective approach towards student discipline - Willing to work as part of a team	Ability to plan own role in lessons including how feedback will be provided to students and colleagues on students' learning and behaviour
Other Work Requirements	- Patient and resilient - Suitability to work with children - Fluent in spoken and written English to an appropriate level for the role - Right to work in the UK	Knowledge of the legal definition of Special Educational Needs (SEN), and familiarity with the guidance about meeting SEN given in the SEN Code of Practice

