



Job Description

Job Title: Higher Level Teaching Assistant

Location: Holbrook School for Autism

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Job Title	Higher Level Teaching Assistant
Location:	Holbrook School for Autism, DE56 0TE or DE56 0DB
Hours per week:	37
Weeks worked per year:	39
Reporting to:	Class Teacher
Salary Scale:	Grade 9

Purpose of the post

The post holder will work collaboratively with the classroom teachers and class teams to facilitate the active participation of children through the use of specialised teaching and learning and communication techniques including the use of targeted therapies and interventions.

Members of staff should, at all times work within the framework provided by the school's policy statements to fulfil the general aims and objectives of the school's improvement plan.

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work/intervention programmes with individuals/groups, in or out of the classroom, including assisting with the general care, mobility and personal hygiene needs of students. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning and recording cycle, and the management/preparation of resources.

The HLTA will take responsibility for the planning of and delivery of regular teaching sessions, agreed between the HLTA and teacher, and authorised by the Headteacher. The HLTA may also supervise and lead whole classes during the short-term to mid-term absence of teachers, managing behaviour and assisting students to undertake set activities. The primary focus will be to ensure continued high quality learning and student achievement. HLTAs will cover teacher PPA and other teacher time spent out of class, including sickness cover, Management time or non-working time in the case of part-time teachers. The HLTA will be expected to support and line manage teaching assistants (TAs) and Midday Supervisors and will support induction of new TAs to site. The HLTA will engage fully in CPD activities (including coaching) as directed by the Headteacher.

AREAS OF RESPONSIBILITY AND KEY TASKS

Main responsibilities

The postholder will demonstrate essential professional skills and characteristics, and will be required:

- To take responsibility for planning for regular groups/sessions, agreed between the HLTA, teacher and Headteacher.
- To create and implement programmes for individual students and support the class team in delivering them.
- To complete and maintain a robust recording and assessment systems to track student progress.
- To develop observation proformas to support the next steps for students.
- To support staff in capturing evidence of student progress using earwig and individual assessments.
- To liaise with outside agencies as required.
- To feedback to class teachers to support students EHCPs and Annual Reviews.
- To have knowledge and ability to deliver key intervention programmes to individual or small groups of students including Intensive interaction, Forest School, Attention Autism, Sensology and Sensory Regulation techniques.
- To have Involvement in the delivery, assessment and review of SALT/OT programmes.
- To provide advice and support when delivering programmes and liaising with appropriate professionals.
- To work in collaboration with SALT and OT to develop and implement support plans in line with EHCP outcomes.
- Work with external agencies, parents and care givers, ensuring confidentiality at all times.

Teaching Assistant Agreed Framework Requirements

In all cases, indicative tasks at the competency level specified within the Teaching Assistant agreed Framework, will be the reference point for indicative tests within the competencies listed below.

Support Teaching and Learning

Work under the direction of the class teacher to:

- Deliver planned programmes to support students learning
- Work in partnership with the class teacher to plan and deliver activities for identified students/groups of students

- Support students in attaining learning objectives
- Write quality annotation to support the assessment of student attaining learning objectives
- Report on observed progress of students
- Develop an understanding of different learning styles
- Adapt learning activities appropriately
- Report on the impact curriculum and intervention strategies has on individual students
- Attend meetings and keep parents informed about their child's progress
- Have a clear and precise understanding of how children with special needs, autism and complex behaviour learn

Student Progress

- Establish constructive relationships and use a variety of methods to communicate with parents and other relevant professionals, in liaison with teacher, to support students' learning and progress
- Promote the inclusion and acceptance of all students within the classroom, school and wider community
- Encourage students to interact and work co-operatively in learning activities
- Promote independence and implement strategies that recognise and reward achievement
- Contribute to planning and lead relevant interventions to accelerate student progress
- Provide relevant and timely feedback to the class teacher on student progress
- Lead on and contribute to updating displays regularly (every half term) in both the classroom and wider school environment
- Complete formal assessments and maintain student records
- Write/monitoring student plans based on assessment
- Evaluate and adjust lesson plans where appropriate
- Provide constructive feedback on students' achievement and record progress
- Undertake student assessment to produce comprehensive reports
- Monitor progress specifically around your assigned area of responsibility/specialism
- Have an up-to-date knowledge of the annual review process, contributing to reports and where necessary attending meeting
- Work in collaboration with school therapists to assess progress and impact of interventions.

PROFESSIONAL PRACTICE

- Maintain, develop and apply professional knowledge to enable effective teaching and learning support

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners or organisation of the school including pastoral arrangements and assemblies
- Share such knowledge with colleagues to improve whole school effectiveness
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Provide a proactive consistent approach to challenging behaviour, implementing and contributing to behaviour support plans and using physical intervention if necessary
- Respond quickly and appropriately to demands made by individual students to meet general care, mobility, and personal hygiene needs
- Understand and apply the principles of good classroom management
- Understand and apply a range of appropriate support strategies
- Contribute to the writing and updating of personal risk assessments/behaviour plans and targets for students within the class

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT 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.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided

PERSON SPECIFICATION

Higher Level Teaching and Learning Assistant (HLTA)

Criteria	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Grade C or above GCSE English (or equivalent). • Grade C or above GCSE Maths (or equivalent). 	<ul style="list-style-type: none"> • Full UK Driving Licence • Behaviour Management training • Team Teach trained (or equivalent)

	<ul style="list-style-type: none"> Teaching Assistant related qualification/NVQ level 3 or equivalent Experience of working with a range of students with SEN 	<ul style="list-style-type: none"> Qualified HLTA
Experience	<ul style="list-style-type: none"> Successful experience of working with young people with behavioural needs. Experience of supporting young people with Autism, behaviour and /or learning difficulties Knowledge and experience of delivering key interventions and personalised programmes. Experience of de-escalation strategies to support behaviour for learning. 	<ul style="list-style-type: none"> Experience of line managing staff (Training will be provided if required) Experience of managing students who are dysregulated, including leading on and implementing appropriate interventions to support students with a range of needs
Knowledge and understanding	<ul style="list-style-type: none"> Knowledge of strategies to support students with SEN Knowledge of child protection and appropriate health and safety regulations Knowledge of behaviour support strategies Willingness to engage in any professional development activities which will aid the effective completion of tasks required by the post Ability to support and line manage grade 7 and 8 teaching assistants Ability to work collaboratively as part of a team under the direction of a variety of teaching staff Ability to contribute to planning, teaching and assessment under the guidance of a teacher Ability to prepare and run core subjects, learning activities, monitor, modify and record as appropriate 	<ul style="list-style-type: none"> Trained in aspects of SEN specific provision, e.g. PECS, Makaton, TEACCH, behaviour management and knowledge of sensory processing needs Knowledge and understanding of government legislation in safeguarding and child protection Ability to lead an agreed area of the school's activity Ability to lead interventions in identified areas to ensure progress of students as expected

	<ul style="list-style-type: none"> • Proficiency in the use of ICT to support teaching and learning • Ability to support students to make progress in their learning in order to work alongside the teacher in evaluating and recording student progress and setting appropriate learning targets 	
Skills	<ul style="list-style-type: none"> • Understanding of strategies for teaching and learning • Knowledge of how ICT is used to support students' learning and ability to use ICT effectively in a classroom setting • Good communication and interpersonal skills • Organisational and time management skills that are highly effective for managing a classroom environment. • Ability to work collaboratively with teachers and others • Ability to supervise and line manage others effectively, as required • Ability to take responsibility and work with autonomy within set boundaries 	
Personal qualities	<ul style="list-style-type: none"> • Energy, optimism, initiative, flexibility and commitment • Hard working • Reliable • Approachable • Enjoy working with others • Personality and sense of humour 	
Equal Opportunities	<ul style="list-style-type: none"> • Knowledge and awareness of equal opportunities policy and commitment to its implementation 	
Other	<ul style="list-style-type: none"> • Suitable to work with children • Committed to safeguarding and promoting the welfare of children and young people on a daily basis. 	

	<ul style="list-style-type: none"> • Commitment to raising standards of academic and personal achievement • Patient, tactful and approachable • Flexible approach to tasks and workload • Able to undertake a range of tasks as appropriate for the role 	
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Date: November 2025