

REDBRIDGE ALTERNATIVE PROVISION

Job description			
Job Title	Higher Level Teaching Assistant (HLTA) – Music Production, DJing & Podcasting		
Location	Redbridge Alternative Provision		
Grade	MPS/UPS		
Reports to	Leadership	Post to be Re-evaluated	No
Purpose of Job:			
<ul style="list-style-type: none"> To work under the guidance of the teachers, instructors and SLT, within an agreed system of supervision, to implement agreed work programmes within individuals/groups, in or out of the classroom with a specific focus on the delivery of modern industry relevant music production sessions. This will involve requiring detailed and specialist knowledge in the area of music production, DJing and Podcasting; The role includes delivering structured sessions, supporting coursework, and helping students develop technical and creative skills using digital audio workstations (DAWs) and studio equipment; Understanding of DJ techniques and processes and podcast creation; The HLTA role may also be required to supervise whole classes occasionally during the short-term absence of teachers; The primary focus will be to maintain good order and to keep students on task. Will need to respond to questions and generally assist students to undertake set activities. 			
Major duties and responsibilities:			
1. Support for Students:			
<ul style="list-style-type: none"> Plan, prepare, and deliver music production sessions to small groups or whole classes covering digital music production (e.g. Using DAWs such as Logic pro or similar); DJing fundamentals and techniques for Podcast recording and production; Support students in developing skills in sequencing, recording, mixing, and editing audio; Assist in the delivery of the KS4 Music curriculum (e.g., BTEC Music); Provide targeted intervention for students needing additional support; Use specialist (curricular/learning) skills/training/experience to support students; Assist with the development and implementation of IEPs; Establish productive working relationships with students, acting as a role model and setting high expectations; Promote the inclusion and acceptance of all students within the classroom; Support students consistently whilst recognising and responding to their individual needs; Encourage students to interact and work co-operatively with others and engage all students in activities; Promote independence and employ strategies to recognise and reward achievement of self-reliance; Provide feedback to students in relation to progress and achievement. 			

2. Support for teachers:

- Work with the teacher to establish an appropriate learning environment;
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate;
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives;
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested;
- Undertake marking of students' work and accurately record achievement/progress;
- 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;
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed;
- Administer and assess routine tests and invigilate exams/tests;
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

3. Support for the curriculum:

- Support the use of DAWs such as Logic Pro, Ableton Live, or GarageBand;
- Maintain and set up music technology equipment (MIDI controllers, audio interfaces, microphones, studio monitors);
- Identify and support in the application for relevant grants, funding opportunities and awards to support the development of music provision;
- Troubleshoot basic technical issues during lessons;
- Ensure safe and appropriate use of equipment;
- Implement agreed learning activities/teaching programmes, adjusting activities according to student responses/needs;
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills;
- Support the use of ICT in learning activities and develop students' competence and independence in its use;
- Help students to access learning activities through specialist support;
- Determine the need for, prepare and maintain general and specialist equipment and resources.

4. Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students;
- Attend and participate in regular meetings;
- Participate in training and other learning activities as required;
- Recognise own strengths and areas of expertise and use these to advise and support others;
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate;
- Undertake planned supervision of students' out of school hours learning activities;
- Supervise students on visits, trips and out of school activities as required;
- Support extracurricular activities such as music clubs, recording sessions, or school performances.

Additional Responsibilities:

- Ensuring regular and effective communication with parents, governors and other key stakeholders in supporting and improving students' achievement and personal development;
- Developing the school's partnerships with parents, the local community, businesses, other organisations and schools, to enhance and enrich the school and its values to the wider community;
- Building a school culture and curriculum that takes account of the richness and diversity of the school's communities;
- Promoting the concept of lifelong learning and family engagement with learning through partnership.
- To meet deadlines and manage workload effectively;
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager;
- To comply with individual responsibilities, in accordance with the role, for health and safety in the workplace;
- Ensure that all duties and services provided are in accordance with the school's Equal Opportunities Policy;
- The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment;
- The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the school;
- The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school records and information;
- The post holder must carry out their duties with full regard to the schools Code of Conduct, Child Protection Policy and all other policies.



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The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other duties as may be required by the line manager that are broadly within the grading level of the post and the competence of the post holder.

Prepared by:	R Jonker	Date	April 2026
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Person specification	
Job Title	HLTA
Location	Redbridge Alternative Provision
Method of candidate assessment: E= Essential D = Desirable	
Selection Criteria	E - D
Education and Qualifications: <ul style="list-style-type: none"> Very good numeracy/literacy skills; NVQ 3 for Teaching Assistants or equivalent qualification or experience; Have completed training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area. 	 E E D
Experience: <ul style="list-style-type: none"> Successful mainstream teaching experience at KS3 and/or 4; SEMH related teaching experience; Music production and audio editing and able to carry out technical troubleshooting Recent experience of working in a school setting or with young people in an alternative provision setting. 	 E D E D
Knowledge: <ul style="list-style-type: none"> Strong knowledge of music production, DJing and/or podcasting techniques; Practical knowledge of music studio equipment and software (e.g., DAWs recording equipment); Knowledge of studio recording techniques and experience of supporting music courses; Experience of working with students' families and professionals working with them; Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people. Computer literacy: ability to carry out a variety of general ICT tasks. 	 E E E D E E
Skills: <ul style="list-style-type: none"> Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these; Ability to communicate clearly and concisely, orally and in writing with a wide range of people, demonstrating tact and professionalism to develop good relationships within and outside the school; Ability to relate well to children and adults; Ability to form and maintain appropriate relationships and personal boundaries with students and parents; Ability to form and maintain good professional relationships with families, staff and other 	 E E E E



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professionals.	E
Values & Qualities: <ul style="list-style-type: none"> • A willingness to demonstrate commitment to the values, ethos and policies of Redbridge Alternative Provision; • A commitment to inclusive schooling and academic achievement for all; • A positive attitude to hard work and challenging situations; • A commitment to the protection, safeguarding and promoting the welfare of children and young people; • Ability to demonstrate a flexible attitude and approach to tasks; • Resilience when working with challenging behaviours and attitudes to use of authority and maintaining discipline. 	 E E E E E E
Other job requirements: <ul style="list-style-type: none"> • To offer enhanced curricular activities to pupils as a part of the extended school initiative, as appropriate; • To contribute to the school delivering and maintaining its Specialist School Status for SEMH; • A positive and pro-active approach to raising pupil self-awareness, esteem and confidence; • Willingness to undergo appropriate checks, including enhanced DBS checks; • Professional & Presentable. 	 E E E E E
This job description will be reviewed annually in line with the RAP Performance Management Policy.	
Prepared by:	R Jonker
Date	Apr 2026