



Role Description and Person Specification: Support Staff

Title of Post	HLTA / TA Leading to HLTA (SEMH)
Grade (including allowances)	H4 + Fringe Allowance
Reporting to	SENCO
Date	26 January 2026
Time/Hours	18 to 30 hours per week, term time plus one week

The duties outlined in this role description are in accordance with the Schemes of Conditions of Service as determined by The National Joint Council for Local Government Employees.

This role description may be modified by the Headteacher to reflect or anticipate changes which are commensurate with the salary and role title and improvement and expansion plans of the school. This role description will be reviewed every 3 years or sooner if required.

Personal and Professional Standards

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.

- Support the aims and ethos of the school
- Set a good example in terms of professional dress and appearance, punctuality and attendance
- Take part in the school's appraisal procedures and take responsibility for personal development making full use of the school's professional development opportunities and training
- Attend team and staff meetings as appropriate, contributing actively whenever possible
- Provide a courteous, prompt and polite service to all members of the school's community including parents, students, all staff, contractors and suppliers and other visitors
- Contribute to the school's initiatives, wider life and ethos by forming positive relationships within the school community and working collaboratively and in good humour with other colleagues
- Be aware and comply with all relevant policies and procedures within the school, particularly those relating to child protection, equality, conduct, health and safety and confidentiality. It is the duty of all colleagues to report breaches of school policies or procedures to the Headteacher

Main Purpose of Post

- Develop and maintain effective and supportive relationships with students
- Plan and deliver intervention, assess student progress and promote independent learning skills
- Work with the Inclusion Team and other HLTAAs to run small group interventions for targeted students focusing on the areas of Social, Emotional and Mental Health (SEMH)/ Speech Language and Communication Needs (SLCN) and other areas such as Autism.
- Provide a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion
- Support teaching and learning by working closely with teachers to enhance students' educational experience

Duties Specific to the Post Holder

Supporting Students

- Run bespoke interventions to support the academic, social and emotional progress of students
- Support the assessment of SEMH/SLCN/Autism students' needs across the School and use detailed knowledge and specialist skills to support students' learning
- Adapt classroom activities and/or resources to engage students
- Develop and implement Assess, Plan Do review plans where appropriate
- Promote the inclusion and acceptance of students within the classroom
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work cooperatively 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

Working with colleagues and other relevant professionals

- Research and disseminate the provision of specialist advice and guidance on SEMH/SLCN/Autism including specific strategies for individuals, to teaching and support staff across the School
- Develop and deliver training and subsequent supervision for support staff across the School on the delivery of bespoke interventions to support the academic, social and emotional progress of students alongside the SENCo
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Implement behaviour management strategies in line with school policies to support student engagement, self-control and independence.
- Support the role of parents/carers in students' learning and contribute to meetings to provide constructive feedback on progress and achievement

Support for the Curriculum:

- Liaise with external agencies that provide support to SEMH/SLCN/Autism students and contribute to / participate in any intervention plans outlined by these agencies
- Plan and lead interventions, and be responsible for the supervision of students, including individual, small group and whole class as directed by the SENCO
- Deliver learning activities to students, adjusting activities according to student responses/needs
- Select and prepare resources necessary to lead learning activities, taking account of students' needs, interests, language and cultural backgrounds

Person Specification

	Essential	Desirable
Qualifications		
1. A good standard of general education, including a C/5 grade at GCSE (or equivalent) in English and Maths 2. A Level qualifications 3. Degree qualification 4. Relevant qualifications in the field of supporting children with SEMH/SLCN/Autism that demonstrate a thorough understanding of the needs of these students and how to support their progress	X 	X X X
Experience		
5. Experience of working with students with SEND, their parents/carers and other professionals 6. Experience delivering interventions to targeted pupils 1:1 and groups 7. Full working knowledge of relevant SEND legislation/codes of practice 8. Working as a part of a team, as well as on your own initiative 9. Experience of using the School's Information Management System (Arbor) 10. Working with professionals from other agencies and in a multi-agency context	X X X 	X X X
Knowledge		
11. Demonstrate an understanding of issues linked to confidentiality 12. Demonstrate an understanding of safeguarding procedures	X X	
Skills		
13. Excellent literacy skills, the ability to communicate effectively both orally and in writing with school staff, families and other professionals 14. Ability to use IT systems effectively to record information and monitor outcomes of individuals and groups 15. Ability to persuade and negotiate as well as good interpersonal/communication skills 16. Demonstrate an ability to cope with stressful/conflict situations 17. Demonstrate enthusiasm, tact, diplomacy, warmth, empathy, forward thinking and good organisation 18. The flexibility to adapt to changing workload demands and new school challenges 19. Personal commitment to continuous self-development	X X X X X X X	
Personal Qualities		
20. Strong interpersonal skills 21. Good role model 22. Energetic, creative and enthusiastic 23. Co-operative, flexible and responsible 24. Ability to take and follow direction while prioritising work under own initiative 25. Reliable, well organised and committed to high standards 26. Accurate with a good eye for detail 27. Able to maintain confidentiality	X X X X X X X	