

SALT HLTA

Salary: Grade BG9, term time plus INSETS, 30 hours/4 days per week FTE £32,061 - £34,434 (actual £22,739-£21,253)

Bridge Learning Campus is looking to appoint a **SALT HLTA** to work within the **Primary Phase**.

We are seeking an experienced and confident HLTA with a strong interest in speech, language and communication. The successful candidate will be well organised, proactive and comfortable taking a key role in delivering speech and language provision across the Primary Phase. They will work closely with the Primary SALT Lead and SEND Department, demonstrate a collaborative approach and be committed to inclusive practice and high expectations for pupils with SEND.

The Speech, Language and Communication HLTA will play a significant role in supporting pupils with speech, language and communication needs (SLCN) across the Primary Phase at Bridge Learning Campus. With no current NHS Speech and Language Therapy service in school, the postholder will take on a substantial role in delivering and embedding speech, language and communication support, working closely with the Primary Lead for Speech, Language and Communication and the Primary SEND Department. The role also includes one day per week providing general HLTA cover within an Early Years class.

About Bridge Learning Campus

Based in South Bristol, Bridge Learning Campus is an all-through school, with a two form-entry Primary Phase including an on-site Nursery. We are a large site with access to green spaces and sports facilities. Classrooms are spacious and well-resourced, supported by intervention spaces, a well-stocked up-to-date library and modern IT resources.

We have a dedicated Pastoral Team supporting pupils and families across the school and wider community, delivering provision including Thrive, ELSA and MELSA.

At the heart of Bridge Learning Campus are our core values: **Build, Respect, Inspire, Dare, Graft and Empower**, which underpin our culture of learning, wellbeing and belonging.

Ofsted (January 2026)

Following our recent Ofsted inspection (January 2026), **no next steps were identified for the Primary Phase**. Inspectors commented:

Achievement

"In the Primary Phase, many pupils, including those who are disadvantaged, achieve highly in phonics, reading, writing and mathematics, and well above national averages" and "Pupils' work in the wider curriculum is of a high quality, with pupils able to talk with confidence and enthusiasm about their learning."

Behaviour

and

Attendance

"The environment is calm, positive and respectful" and "In the Primary Phase, pupils are typically highly motivated and enjoy coming to school."

Curriculum

and

Teaching

"An ambitious curriculum... so that pupils build on what they know over time" and "Teachers are highly skilled in delivering subjects, particularly developing pupils' vocabulary, spoken language and adapting learning to meet the needs of pupils with special educational needs and/or disabilities."

Inclusion

"In the Primary Phase, staff accurately identify pupils' needs and have robust systems in place to provide and review additional support for those pupils who need it."

Personal

Development

and

Wellbeing

"Clear expectations and routines ensure pupils in the Primary Phase develop a keen sense of right and wrong."

What it's like to be a pupil

"Children often make significant and rapid progress from their starting point, including those who are disadvantaged [with] the wider curriculum highly ambitious for all pupils" and "Pupils in the Primary Phase feel safe and happy, valuing the positive relationships they have with trusted staff."

Our Priorities

As a school, we prioritise:

- Achievement for all
- Early reading and phonics
- Oracy and high-quality talk
- Equitable access and experiences
- Preparing children for their futures

Bridge Learning Campus is part of Amplify Education, who are committed to high-quality professional development and career progression. The Trust seeks to recruit and retain outstanding staff and ensure they are fully supported to develop their careers.

Purpose of the Role

To deliver, monitor and review high-quality speech, language and communication provision for pupils with SEND, enabling them to access learning, develop functional communication skills and participate fully in school life. The role supports the implementation of EHCP provision and SEND support in the absence of an on-site SALT service, ensuring provision is effectively coordinated through close collaboration with the Primary SALT Lead and SEND team.

What We Offer

- Enhanced CPD, including access to professional networks across the Trust
- Paid induction and role-specific training
- Confidential access to an Employee Assistance Programme
- Free parking
- Cycle to Work Scheme
- Paid completion of a DBS check
- Flu vaccination vouchers
- Free eye tests (where the employee is desk-based)
- Automatic enrolment into the relevant pension scheme (where eligible)
- Honouring of continuous service earned within a Local Authority

How to Apply

To apply, please read the 'How to Apply' section carefully in the Application Pack. If you have any questions about the role, or would like a discussion about how this role might suit your career plans, please reach out to recruitment@ampedu.co.uk

Key Dates

Closing date: Monday 18th May 2026

Interview date: Thursday 21st May 2026

Start date: September 2026

Amplify Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory vetting checks, including an enhanced DBS disclosure.

How to Apply

To apply please complete:

- **Online Application Form**

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form, unless the advertisement states otherwise. Referees' contact details must be included. If you have any concerns about references, please contact our recruitment team on recruitment@ampedu.co.uk

- **A letter of application**

Add your letter of application to the end of the application form, or attach it separately, if this is easier. The letter of application should address how you are equipped to meet the person specification, showing us where your knowledge and experience, abilities and aptitudes, values and personal qualities will support you to carry out the job description. We are particularly interested in why you want to work in education, and why our trust. Most applicants write about two sides of A4 to show how they meet the person spec criteria.

Then send your application to recruitment@ampedu.co.uk before the closing date as written in the job advertisement.

Interview Process

After the closing date, short listing will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application.

If you are invited to interview, please let us know prior to the interview day if we can provide any access arrangements to enable you to perform your best at interview.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

Job Description

Job title	HLTA SALT & Cover
Location	Bridge Learning Campus Primary Phase
Salary	Bristol Grade 9
Reporting to	SENDCo
Role Summary	We are seeking an experienced and confident HLTA with a strong interest in speech, language and communication. The successful candidate will be well organised, proactive and comfortable taking a key role in delivering speech and language provision across the Primary Phase. They will work closely with the Primary SALT Lead and SEND Department, demonstrate a collaborative approach and be committed to inclusive practice and high expectations for pupils with SEND.
Working pattern	30 hours/4days per week, term time plus INSETS
Safeguarding	We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Amplify Education Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.

Purpose of the Role

The purpose of the Speech, Language and Communication HLTA role is to support the delivery, coordination and monitoring of high-quality speech, language and communication provision across the Primary Phase. The role exists to ensure that pupils with speech, language and communication needs are effectively supported to access learning, develop functional communication skills and make progress, particularly in the absence of an on-site NHS Speech and Language Therapy service. Working closely with the Primary Lead for Speech, Language and Communication and the Primary SEND Department, the postholder will help ensure that provision is consistent, inclusive and responsive to pupils' needs, while also contributing to wider classroom support through designated HLTA cover in Early Years.

Key Responsibilities

Speech, Language and Communication Support

Deliver targeted speech, language and communication interventions to individuals and small groups in line with EHCPs, SEND support plans and agreed programmes.

Take a leading role in implementing speech and language provision previously supported by external SALT services.

Work closely with the Primary Lead for Speech, Language and Communication to plan, deliver and review interventions.

Support the identification, monitoring and review of pupils with speech, language and communication needs.

Model and embed communication-friendly strategies across classrooms in collaboration with the Primary SEND team.

Monitoring, Assessment and Record-Keeping

Monitor pupil progress against communication targets and contribute to adjustments in provision.

Maintain accurate, detailed records of interventions, strategies used and progress outcomes.

Contribute to SEND documentation, including EHCP reviews and annual reviews, in collaboration with the SEND department.

Share progress information effectively with the SENDCo, SALT Lead, teaching staff and families.

Working with Staff, Families and Professionals

Work closely with the Primary SEND Department, including the SENDCo and support staff, to ensure consistent implementation of speech and language strategies.

Liaise with external professionals where involved and support the implementation of specialist advice.

Provide practical guidance and modelling for staff to support whole-class and targeted communication approaches.

Build strong, professional relationships with parents and carers to support communication development at home and in school.

HLTA Cover and Classroom Support

Provide one day per week of general HLTA cover within an Early Years class.

Support high-quality teaching and learning during cover periods, maintaining routines, expectations and inclusive practice.

Adapt support appropriately to meet the needs of all pupils, including those with SEND.

Inclusion, Behaviour and Wellbeing

Promote inclusive practice and high expectations for pupils with communication needs.

Support pupils' emotional regulation and engagement through communication-appropriate strategies.

Promote positive behaviour in line with school policies.

Ensure pupils feel understood, supported and included within the school environment.

Wider Professional Duties

Contribute to SEND and inclusion priorities across the Primary Phase.

Attend staff meetings, CPD and SEND-related training, including collaborative work with the SALT Lead and SEND team.

Uphold the ethos, values and expectations of Bridge Learning Campus.

Adhere to safeguarding procedures and maintain up-to-date safeguarding knowledge in line with KCSIE.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS check will be required

Key: A = Application form, I = Interview

	Source of Evidence	Essential	Desirable
Qualifications and Training			

5 GCSEs at grade C/Level 4 or above or equivalent including English and Maths	A	•	
NVQ level 3 qualification or equivalent i.e A levels	A	•	
At least 2 Years' experience working with children in education.	A	•	
Experience of working with SEND children	A/I	•	
HLTA qualification or work towards this qualification once appointed	A	•	•
Relevant Experience			
Experience supporting pupils with speech, language and communication needs in a primary school setting.	A/I	•	
Experience delivering targeted interventions to individuals and small groups, following agreed programmes or professional guidance.	A/I	•	
Experience working as part of a SEND team to support pupils with additional needs, including contributing to SEND provision and review processes.	A/I	•	
Experience working collaboratively with teaching staff and/or external professionals to support inclusive practice.	A/I	•	
Abilities and Attributes			
Experience working collaboratively with teaching staff and/or external professionals to support inclusive practice.	I	•	
Strong understanding of inclusive practice, with the ability to adapt support and activities to meet a wide range of needs, including SEND.	A/I	•	
Well organised and able to manage time, resources and records effectively across intervention work and class cover responsibilities.	I		•
Calm, flexible and responsive in approach, able to manage behaviour positively and support pupils' wellbeing.	A/I	•	
Strong communication skills, enabling effective collaboration with teachers, support staff and the SEND team.	I	•	

Personal Qualities			
Strong communication skills, enabling effective collaboration with teachers, support staff and the SEND team.	A/I	•	
Confident and resilient, able to manage a class independently and respond effectively to a range of situations.	A/I	•	
Flexible and adaptable, willing to adjust practice to meet changing needs across SEND support and class cover.	A/I	•	
Approachable and empathetic, building strong, trusting relationships with pupils and families.	A/I	•	
Proactive and reflective, with a commitment to learning and improving practice.	A/I		•
Reliable and professional, with a strong sense of responsibility and accountability.	I		•

Child Protection and Safeguarding

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our website: www.amplifyeducation.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children

- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Amplify Education Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education’s ‘Keeping Children Safe in Education’ most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.

