



**The Trafalgar  
School** AT DOWNTON

# Job Description

## HLTA

### FOR LEARNING GATEWAY

***EDUCATION***



# Job Description

## Main Purpose

- To provide day-to-day support, supervision, and guidance for students accessing the Learning Gateway provision due to EBSA, anxiety, low mood, or other medical barriers to mainstream learning. The role focuses on developing positive relationships, supporting learning activities, promoting wellbeing, and helping students build confidence and readiness for gradual reintegration into mainstream lessons.

## Main Duties and Responsibilities

### Supervision and Daily Support

- Provide a calm, supportive, and consistent presence in the Learning Gateway throughout the school day
- Welcome students into the provision, complete check-ins, and monitor their emotional wellbeing
- Supervise learning sessions, ensuring students remain engaged and feel safe and supported.

### Learning Support

- Provide academic support for the Learning Gateway online curriculum
- Adapt tasks and provide scaffolding to help students access Learning Gateway curriculum materials at an appropriate level
- Encourage positive study habits, independence, and confidence.

### Emotional and Pastoral Support

- Build strong, trusting relationships with students, using compassion, patience, and relational practice
- Support students experiencing anxiety, distress, or overwhelm using de-escalation and co-regulation strategies
- Provide supportive listening and timely reassurance in line with school safeguarding and wellbeing policies.

### Reintegration Support

- Accompany students to trial mainstream lessons as part of their reintegration plan
- Provide encouragement, reassurance, and feedback to students and staff
- Support phased returns by helping students prepare for transitions, routines, and expectations.



# Job Description



## Communication and Teamwork

- Work closely with the Learning Gateway Coordinator to ensure consistency of support
- Share observations on engagement, progress, and concerns with the Coordinator and relevant pastoral staff
- Maintain positive relationships with staff across the school to support inclusion.

## Administration and Record Keeping

- Assist with maintaining simple, accurate records of attendance, engagement, and wellbeing as directed
- Follow safeguarding, behaviour, and health and safety procedures at all times
- Contribute to a well-organised, tidy, and welcoming Learning Gateway environment.

## ELSA Support

- Plan and deliver structured ELSA sessions focused on emotional literacy, wellbeing, and resilience
- Provide 1:1 or small-group interventions tailored to individual students' emotional, social, or behavioural needs
- Build warm, trusting relationships that enable students to feel safe, heard, and understood
- Support students with skills such as emotional regulation, self-esteem, friendships, communication, and coping strategies
- Liaise with pastoral staff, SENDCo, and class teachers to identify priorities and share strategies
- Monitor and record student progress, engagement, and wellbeing throughout ELSA programmes
- Maintain a calm, nurturing environment that promotes emotional safety and positive interaction
- Use ELSA-approved resources, therapeutic stories, and creative activities to support learning
- Encourage students to practise new skills in everyday school situations
- Follow safeguarding procedures and escalate concerns promptly and appropriately.



# Job Description



## Other Duties

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To contribute to the Trafalgar School co-curricular and Trips and Visits programme
- To promote actively the school's corporate policies
- To continue personal development as agreed
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as specified by Headteacher.

## Supervision and Management

The job holder will not have any line leadership responsibility but they will also assist in work familiarisation of peers and new recruits.

All Magna Learning Partnership staff may periodically be expected to carry out tasks and duties within their area of competence that are not listed herein, as directed, to meet the needs of the Trust. The particular duties and responsibilities may vary from time to time.

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 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.



# Person Specification



## Knowledge and Skills

### Essential:

- Qualifications - GCSEs (or equivalent) including English and Maths Grade 4 or above
- Excellent communication and interpersonal skills
- Experience working with young people experiencing barriers to school attendance and learning.
- Experience working in an educational, pastoral, SEND, or alternative provision setting.
- Experience of planning and delivering small-group or 1:1 learning activities.
- Experience of building positive relationships with young people and families, particularly those experiencing vulnerability or distress.
- Experience collaborating with teaching staff, pastoral teams, and/or external agencies.

### Desirable:

- Relevant qualifications (e.g., TA Level 3+, Youth Work, Counselling Skills, Mental Health First Aid).
- Experience working with young people experiencing EBSA, anxiety, low mood, SEMH needs, or medical barriers to attendance.
- Experience supporting reintegration or phased returns to learning.
- Experience in person-centered planning, risk assessment, or behaviour support planning.
- Experience with trauma-informed practice or restorative approaches.
- Experience working in or coordinating an alternative provision environment.

## Knowledge and understanding

### EBSA and Mental Health Needs

- Understanding of Emotionally Based School Avoidance, including common triggers (e.g., anxiety, sensory overload, perfectionism, social fear).
- Awareness of adolescent mental health conditions such as generalised anxiety, depression, panic, school stress, and emotional dysregulation.
- Understanding how these conditions impact attendance, confidence, self-regulation, and classroom participation.

### Trauma-Informed and Relational Practice

- The impact of trauma, instability, or chronic stress on behaviour, cognition, and emotional wellbeing.
- The importance of relationships, predictability, co-regulation, and emotional safety in helping pupils re-engage.





# Person Specification

## **Safeguarding and Child Protection**

- A secure understanding of safeguarding principles, procedures, and thresholds.
- Understanding how vulnerability, low mood, and isolation can intersect with safeguarding concerns.

## **SEND and Inclusion**

- Working knowledge of SEND categories, especially SEMH.
- Understanding of reasonable adjustments, graduated response, and personalised support.
- Awareness of how mainstream curriculum expectations may need adapting.

## **Attendance and Reintegration Strategies**

- Knowledge of attendance barriers, patterns of avoidance, and strategies for rebuilding school routines.
- Understanding of phased timetables, step-by-step reintegration, and success indicators.

## **Curriculum and Learning**

- Understanding of how to adapt learning tasks, sequence content, and scaffold work for anxious or emotionally overwhelmed learners.
- Awareness of how to maintain academic progress while addressing emotional needs.

## **Key Skills and Abilites**

### **Relationship Building**

- Ability to create warm, trusting, professional relationships with vulnerable students.
- Ability to build positive partnerships with parents/carers, including those who may feel anxious or defensive.
- Strong interpersonal skills and emotional intelligence.

### **Communication**

- Clear and sensitive verbal communication, especially when delivering difficult information.
- Ability to communicate with staff, families, and external agencies in a professional and solution-focused manner.
- Ability to produce high-quality written records, reports, and support plans.

### **Pastoral and Behaviour Support**

- Skilled in de-escalation, co-regulation, and calming strategies.
- Ability to support students experiencing anxiety, panic, shutdowns, or emotional overwhelm.
- Ability to maintain firm, consistent boundaries while showing empathy.



# Person Specification



## Teaching and Learning Adaptation

Ability to plan and deliver personalised activities that meet both academic and emotional needs.

Ability to break down tasks, scaffold learning, and motivate students at their pace.

Ability to track progress using both quantitative and qualitative measures.

## Organisation and Coordination

Ability to manage timetables, appointment schedules, reintegration plans, and provision logistics.

Strong record-keeping and attention to detail, especially in safeguarding and attendance documentation.

Ability to prioritise tasks in a fast-paced pastoral environment.

## Problem-Solving and Professional Judgement

Ability to analyse barriers, identify patterns, and design effective support responses.

Sound judgement in knowing when to escalate concerns or seek additional support.

Creative approach to engagement, motivation, and reintegration.

## Collaboration

Ability to work effectively with teachers, pastoral teams, SENDCo, DSL, and admin staff.

Ability to share student information sensitively and constructively.

Ability to champion students' needs while supporting whole-school systems and expectations.

## Personal Attributes

- Calm, steady, and reassuring manner
- High resilience and emotional stability
- Warmth and approachability, balanced with professionalism
- Patience and persistence when progress is slow or non-linear
- Reflective approach and willingness to learn
- Genuine passion for inclusion and improving students' life chances.

