



Clarendon School

Higher Level Teaching Assistant
(All Centres)

Candidate Pack

March 2026



About us

Clarendon School is a vibrant and inclusive special academy for 160 pupils aged 4-16 with Moderate and Complex Learning Difficulties. Our unique and friendly school has three sites within the borough of Richmond upon Thames, all self-contained but co-located with inclusive minded mainstream schools. Our **Primary** and



Secondary centres opened in new or newly refurbished buildings 8 years ago, giving us excellent purpose-built facilities. Our new **Riverside** Centre opens in September 2026 and will boast state-of-the art facilities. Clarendon School is a proud member of the Auriga Academy Trust, a unique partnership of special schools in West London, that is committed to achieving the best possible outcomes for young people with additional learning needs.

Our Centres:

Primary Centre	Secondary Centre	Riverside Centre
Based in Hampton, our Primary Centre provides 50 specialist places for children aged 4-11 with moderate learning difficulties	Our Secondary Centre is based in central Twickenham and provides 90 specialist places for secondary aged pupils with moderate learning difficulties	Clarendon Riverside Centre will open in September 2026, initially with 4 classes. When fully occupied it will offer provision for 78 pupils aged 4-16
Address: Buckingham Road Hampton TW12 3LT	Address: Egerton Road Twickenham TW2 7SL	Address: Meadlands Drive Petersham TW10 7ED



As a result of the school's exciting expansion, we are seeking to recruit **multiple Higher Level Teaching Assistants (HLTAs)** for a September start across all our centres. Candidates are welcome to state a location preference in their application, but please note that an offer may be made for a position at any of our Centres.

Why join us?

- **Rewarding Work:** Make a tangible difference in the lives of pupils aged 4-16 with Moderate and Complex Learning Difficulties, providing the specialist support they need closer to home.
- **Supportive Environment:** Collaborate within the Auriga Academy Trust, benefiting from a supportive network of professionals and a culture of mutual professional respect.
- **Professional Growth:** Enjoy a clear trajectory for career development, benefiting from our commitment to invest in your professional and leadership development.

What we offer:

- A competitive salary
- Access to a supportive network of professionals across the Trust.
- Access to a cycle to work scheme
- Access to discounts and exclusive offers via our trust rewards platform
- Occupational health and Employee Assistance Programme



Interested candidates may wish to attend one of the Q&A events below to learn more about the role:

When?	Who?
Tuesday 24 March @4pm	External and Auriga Candidates (Join with google meet)
Wednesday 25 March @3:10pm	Clarendon Secondary Centre staff
Thursday 26 March @3:10pm	Clarendon Primary Centre staff

Job Description - Higher Level Teaching Assistant

(All Centres)

NB: This document should be read in conjunction with the Teaching Assistant job description

Location:	One of three campuses across Twickenham and Hampton
Contract Types Available:	Permanent (39 weeks) - full-time or part-time
Salary:	Scale 6, spinal point 18-20 (£35,520 - £36,585 FTE)
Start Date:	September 2026
Reports to:	Head of Centre

Purpose of the post

The Higher Level Teaching Assistant (HLTA) plays a vital role in our school leadership structure. The primary purposes of this post are:

- **Educational Excellence:** To support the Headteacher and teaching staff in implementing exemplary practices and policies that ensure the highest possible outcomes for every child.
- **Leadership:** To act as a lead member of the support staff team, modelling exceptional professionalism, conduct, and pedagogical practice at all times.
- **Specialism:** To take ownership of a specific area of SEND or pedagogical specialism (agreed with the school), providing high-quality training and support to colleagues within this field.
- **Operational Support:** To provide high-quality cover for teachers during routine PPA time and short-term absences, ensuring continuity of learning through prepared resources and targeted interventions.



- **Holistic Development:** To plan and lead activities that underpin the academic, personal, and social development of our pupils, fostering independence and social inclusion.

Duties and Responsibilities

1. Teaching and Learning

- **Class Leadership:** Lead teaching and learning activities during teacher PPA or short-term absence, ensuring a purposeful learning environment.
- **Instructional Support:** Assist with differentiated lesson planning, curriculum preparation, and creating stimulating learning environments.
- **Staff Coordination:** Direct and support classroom support staff to ensure high-impact learning.
- **Professional Engagement:** Represent the class team at staff meetings, open evenings, and parent consultations.
- **Personal & Medical Care:** Attend to pupils' hygiene, feeding, and medical needs (including first aid and appointments) while promoting dignity and independence.
- **Specialist Strategies:** Use SEND-specific strategies and inclusive ICT to meet EHCP and IEP requirements.
- **Assessment & Reviews:** Contribute to formative and summative assessment of pupils, including providing data and reports for Annual Reviews.

2. Planning and Preparation

- **Curriculum Readiness:** Review curriculum planning and design engaging, structured activities to advance pupil progress.
- **Expertise & Resources:** Integrate your area of specialism into the curriculum and create bespoke, accessible learning resources.
- **Off-site Learning:** Plan and lead safe educational visits and off-site learning activities, in accordance with school policies.



- **Collaborative Planning:** Meet weekly with teachers to set goals, review progress, and align instructional vision.

3. Pupil Support and Management

- **Intervention & Independence:** Support pupils across all subjects (individual/group) using strategies that build independence toward adulthood.
- **Problem Solving & Role Modelling:** Advise pupils on challenges and act as a professional role model for social skills.
- **Behaviour & Regulation:** Implement school-approved strategies for positive behaviour and emotional regulation.
- **Community Access:** Lead learning within the community, including activities like horse riding or farm visits.

4. Assessment, Monitoring, and Evaluation

- **Progress Tracking:** Maintain detailed records of pupil achievements and keep teachers informed of significant progress or concerns.
- **Data & Reporting:** Use assessment data to plan interventions and assist in formal reporting of pupil achievement.

5. Collaboration and Professional Relationships

- **Communication:** Maintain professional and proactive relationships with pupils, staff, parents, and carers.
- **Therapeutic Integration:** Collaborate with the therapy team to embed universal and targeted provisions into the school day.
- **Leadership & Mentoring:** Mentor and line-manage support staff to foster a culture of professional growth.

6. Personal and Professional Conduct

- **Ethos & Integrity:** Embody the Clarendon school values and uphold high standards of ethics, attendance, and punctuality.



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- **Safeguarding:** Strictly adhere to statutory safeguarding (KCSiE, Prevent) and child protection policies.
 - **Development & Admin:** Take ownership of professional growth (CPD) and manage school correspondence diligently.

7. Additional Duties

- **Supervision:** Undertake break and dining duties as required, modelling social skills while eating with pupils.
- **Wider Contribution:** Use personal skills (sports, arts, etc.) to enrich school life and attend occasional out-of-hours events.

Please note: The responsibilities listed above are not exhaustive. The post holder will be required to undertake other duties as may reasonably be expected by the Headteacher. To support the wider life of the school, occasional work outside of core hours is required. This includes attending and contributing to parents' evenings, school concerts, fundraising activities, and social events.



Class Teacher - Person Specification

A Application | I Interview | R References
E Essential | D Desirable

Qualifications & Training			
1	Experience of working with children in a Special School	A	E
2	GCSE 4-9 in English and Maths, or equivalent	A	E
3	Evidence of further training and development undertaken in relation to SEND	A	E
4	First Aid training	A	D
5	HLTA qualification or equivalent	A	D
6	Previous experience of working as an HLTA	A	D
7	Team Teach trained	A	D

Experience, Knowledge & Skills			
8	Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	A, I	E
9	The ability to remain calm in stressful situations	A, I	E
10	Good ICT skills, particularly using ICT to support learning	A	E
11	Understanding of effective teaching methods	A, I	E
12	Knowledge of how to successfully lead learning activities for a group or class of children	A, I	E
13	Ability to communicate effectively with colleagues and pupils	A, I	E
14	Ability to organise and implement planning	A, I	E
15	Enthusiasm and energy to work as part of a team in a special needs school	A, I	E
16	Previous experience of dealing with a range of people and behaviours	A, I	D



Personal Attributes

18	Enjoyment of working with children	A, I	E
19	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	A, I	E
20	Commitment to maintaining confidentiality at all times	A, I	E
21	Commitment to safeguarding pupils' well-being and equality	A, I	E
22	Willingness to actively participate in the wider life of the school	A, I	E
23	Sense of humour	A, I	D