

## Job Description: Higher Level Teaching Assistant (HLTA) – Specialist Resource Provision



<b>Title of Post</b>	Higher Level Teaching Assistant (HLTA) – Specialist Resource Provision
<b>Grade and SCP</b>	Grade 7, Point 12–17
<b>Hours/Working Weeks</b>	Full Time / Term Time Only + 2 Days
<b>Post Status</b>	Permanent
<b>Accountable To</b>	Resource Provision Lead and SEND Teacher / Assistant Headteacher (SENDCo)

### Main Purpose

- To lead and deliver high-quality small group lessons for pupils attending the Specialist Resource Provision (SRP) at Bridgnorth Endowed School, under the direction of the Resource Provision Lead and SEND Teacher.
- To support pupils with a primary need of cognition and learning and/or communication and interaction, enabling them to access the curriculum and make meaningful progress towards their Education, Health and Care Plan (EHCP) outcomes.
- To work closely with the Resource Provision Lead to plan and adapt learning activities that meet the individual needs of pupils within the SRP.
- To contribute to a nurturing, structured and inclusive environment that promotes the academic, social and emotional development of pupils.
- To build positive and productive relationships with pupils, families and colleagues to support a holistic approach to provision.

### Duties & Responsibilities

#### *Teaching and Learning*

- Lead small group lessons within the SRP as directed by the Resource Provision Lead and SEND Teacher, delivering bespoke and differentiated learning activities.
- Plan and prepare engaging learning activities and resources in line with pupils' individual targets and EHCP outcomes, under the guidance of the Resource Provision Lead.
- Monitor and record pupil progress, contributing to assessment tracking and informing next steps in collaboration with the Resource Provision Lead.
- Adapt and modify teaching approaches to meet the diverse learning needs, communication styles and sensory needs of individual pupils.
- Deliver and support approved intervention programmes, using specialist strategies and evidence-based approaches relevant to cognition and learning and communication and interaction needs.
- Support the development and implementation of positive behaviour support plans, ensuring consistent approaches within the SRP and across the school.
- Assist in managing bespoke timetables of inclusion, supporting pupils as they access mainstream lessons appropriate to their needs.

### ***Collaboration and Communication***

- Work closely with the Resource Provision Lead, SEND Teacher and wider SEND team to ensure a coordinated and consistent approach to each pupil's provision.
- Liaise effectively with parents and carers, contributing to regular communication about pupils' progress and wellbeing.
- Support the Resource Provision Lead in preparing for and contributing to EHCP review meetings, Annual Reviews and other statutory processes.
- Collaborate with mainstream class teachers and faculty leads to support curriculum mapping and ensure seamless transitions between the SRP and mainstream settings.
- Work as an effective member of the SRP support staff team, contributing positively to team meetings and professional development.

### ***Administration and Organisation***

- Maintain accurate and up-to-date records of pupil attendance, progress and any significant observations, in line with school data protection policies.
- Contribute to the preparation and organisation of the SRP learning environment, ensuring resources and materials are appropriate, accessible and well-maintained.
- Assist in the development of alternative accreditation and assessment approaches for pupils for whom standard examinations are not the most appropriate route.

### ***Meetings***

- Attend and participate in relevant team meetings, SEND reviews, EHCP Annual Reviews and staff training as required.
- Communicate effectively with parents and carers of pupils as appropriate and as directed.
- Where appropriate, co-operate with external agencies, specialist services and other professionals working with pupils in the SRP.

### ***Professional Development***

- Engage in ongoing professional development to maintain and extend knowledge and skills relevant to working with pupils with SEND, including cognition and learning and communication and interaction needs.
- Participate in training in specialist interventions, approaches and systems as directed by the Resource Provision Lead and SENDCo.
- Reflect on your own practice and contribute to a culture of continuous improvement within the SRP team.

### ***Other Responsibilities***

- Responsibility for safeguarding and promoting the welfare of children at all times.
- Comply with and assist with the development of 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 comply with all school's policies and procedures.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos and aims of the school and Trust.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings, training and learning activities as required.

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

**CEO signature:**

**Date:**

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**Postholder's signature:**

**Date:**

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## Person Specification – Higher Level Teaching Assistant (HLTA) – Specialist Resource Provision



	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good standard of education including GCSE English and Maths (Grade C/4 or above) or equivalent</li> <li>• HLTA status or willingness to work towards it</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 or above qualification in Supporting Teaching and Learning or equivalent</li> <li>• Additional qualifications in SEND, autism, communication or related area</li> </ul>
<b>Work or Relevant Experience:</b>	<ul style="list-style-type: none"> <li>• Experience of working with children or young people with SEND in an educational setting</li> <li>• Experience of supporting or leading small group learning activities</li> <li>• Experience of working with pupils with cognition and learning and/or communication and interaction needs</li> <li>• Experience of working as part of a team</li> <li>• Experience of record keeping and contributing to pupil progress monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering specialist interventions (e.g. speech and language programmes, literacy or numeracy interventions)</li> <li>• Experience of contributing to EHCP reviews or SEND review meetings</li> <li>• Experience of working within a secondary school environment</li> <li>• Experience of supporting pupils in both specialist and mainstream settings</li> </ul>
<b>Skills/Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to plan and adapt learning activities to meet individual pupils' needs</li> <li>• Good understanding of SEND needs, particularly cognition and learning and communication and interaction</li> <li>• Ability to build positive and trusting relationships with pupils, families and colleagues</li> <li>• Excellent organisational and time management skills</li> <li>• Good ICT skills and ability to use relevant software and systems</li> <li>• Understanding of data protection and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of EHCP processes and outcomes-based planning</li> <li>• Knowledge of positive behaviour support strategies</li> <li>• Familiarity with alternative accreditation or assessment frameworks</li> <li>• Knowledge of specialist communication approaches (e.g. Makaton, AAC, PECS)</li> </ul>

<b>Personal Attributes</b>	<ul style="list-style-type: none"><li>• Excellent communication skills, both verbal and written</li><li>• Ability to relate well to children, young people and adults</li><li>• Flexibility, reliability and a positive, can-do attitude</li><li>• Initiative, enthusiasm and commitment to improving outcomes for pupils with SEND</li><li>• Ability to maintain confidentiality at all times</li><li>• Commitment to inclusive education and high aspirations for all pupils</li></ul>	
<b>Special Conditions</b>	<ul style="list-style-type: none"><li>• Able to work flexibly to meet the needs of the provision and individual pupils</li><li>• Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check</li><li>• Understanding of the importance of safeguarding and promoting the welfare of children</li></ul>	