



Blessed George Napier Catholic School

Addendum to HLTA Job Description

Reporting to: SENDCo with a secondary reporting to the Subject Leader for English
Department: SEND with English Intervention

Role Title: HLTA for Literacy and Access Arrangements Coordinator

This amendment outlines the additional responsibilities and expectations attached to the Higher-Level Teaching Assistant (HLTA) post, with a specific focus on Literacy Intervention and Access Arrangements Coordination.

Position Overview

The purpose of this role is to strengthen our whole school literacy interventions and to coordinate access arrangements for eligible students across the school.

The postholder will improve student outcomes through focused literacy intervention and monitoring of progress.

This role is pivotal in ensuring that students with additional needs receive the appropriate support during examinations and assessments.

Purpose

- Raise literacy attainment across cohorts, particularly among students accessing SEND support
- Ensure full compliance with JCQ regulations and that all eligible students receive their entitled access arrangements.
- Promote an inclusive and supportive learning environment where barriers to literacy and assessment are systematically reduced.
- Strengthen collaboration between the SEND and English departments to deliver a unified approach to literacy development.
- Maintain precise, confidential records that meet audit and inspection standards

Key Additional Responsibilities

Literacy Support and Development

- Lead literacy intervention, supporting the development of reading, writing, speaking, and vocabulary across the curriculum.
- Use and analyse a range of assessment data, including CATs and NGRT, to identify students requiring targeted literacy intervention, working in close collaboration with the Head of English and SENDCo to ensure appropriate and timely support.
- Implement and monitor literacy interventions tailored to student needs.
- Provide targeted support to students experiencing literacy difficulties through one-on-one and small group sessions.
- Coordination of Lexia intervention ensuring engagement in and out of school.

Access Arrangements Co-ordination

- Responsibility for the planning, organisation, and delivery of internal and external examination access arrangements, as well as ensuring full compliance with awarding body regulatory requirements.

- Coordinate evidence gathering from teachers and maintain up-to-date records of “normal way of working” as required for access arrangements. Completing the relevant forms to start the process for Assessing the Need for Access Arrangements
- Assist in the organisation of testing for exam access arrangements with our in-house assessor and ensure relevant paperwork is prepared in compliance with JCQ deadlines.
- Work closely with the in-house assessor, SENDCo and Exams Officer to process access arrangements, ensuring full compliance with JCQ regulations and timelines.
- Communicate approved access arrangements to staff, parents, and students, providing guidance on implementing these adjustments in lessons and assessments.
- Engage directly with students to support their understanding and effective use of access arrangements, promoting independence and confidence in assessments

Monitoring, Evaluation, and Reporting

- Track and analyse literacy progress data for students receiving intervention and report findings termly to the SENDCo and Head of English.
- Produce accurate documentation and reports to support senior leadership and JCQ inspection requirements.
- Evaluate the effectiveness of literacy interventions and access arrangements, recommending improvements based on outcomes and best practice.
- Parental and Student Engagement
- Support communication with parents regarding literacy progress and access arrangements eligibility.
- Organise parent/carer workshops on literacy support strategies for home use.
- Encourage student ownership of their learning and provide mentoring to build confidence in literacy and assessment preparation.

Person Specification (Additional to HLTA Standards)

- Proven experience delivering literacy interventions or supporting literacy development across a range of abilities.
- Awareness of current educational practice relating to literacy development and intervention.
- Strong understanding of effective literacy strategies, including reading, writing, and vocabulary development.
- Understanding of how to support students with literacy difficulties, including dyslexia and other barriers to learning.
- Sound understanding of JCQ access arrangements regulations and experience supporting compliance or willingness to complete relevant training
- Strong organisational skills and meticulous attention to record-keeping and deadlines.
- Excellent communication and interpersonal skills to engage effectively with students, parents, and staff.
- Strong IT skills, including the ability to use school information systems, exam/access arrangements software, and data tracking tools effectively
- Commitment to promoting inclusive education and raising literacy standards.

I agree to uphold the terms of this Job Description

Name: _____

Signature: _____

Date: _____

May 2026