

JOB DESCRIPTION

Higher Level Teaching Assistant

Main Purpose of the Role

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. HLTAs will plan, prepare, deliver, assess and record pupils' learning, progress and development, and will provide high-quality support for pupils with Social, Emotional and Mental Health (SEMH) needs.
- This role requires flexibility, as HLTAs may work across different Southover Partnership provisions and with a varied pupil profile. HLTAs must adapt their practice to support safeguarding needs, behavioural and therapeutic needs, and academic needs as required.

Contextual Practice

HLTAs are expected to:

- Support pupils with safeguarding vulnerabilities, ensuring timely identification and address safeguarding concerns.
- Support pupils with complex SEMH needs through relational, therapeutic and behaviour-support approaches.
- Support pupils with range of needs i.e. ASD, ADHD etc, communication needs or academic disengagement using structured intervention and communication-friendly strategies.

HLTAs will apply these approaches flexibly depending on individual pupils and the setting in which they are working.

Key Areas:

- Support for pupils
- Support for the Teachers
- Support for the Curriculum
- Support for the School.

Duties and Responsibilities

Support for Pupils

- Assess the needs of pupils and use specialist knowledge and skills to support their learning and personal development.
- Build strong, professional relationships that are consistent, boundaried and nurturing.
- Support the development, implementation and review of Individual Education Plans (IEPs), Pupil Profiles, Risk Assessments and strategies to support pupils, Behaviour Plans, Support Plans, and mentoring pathways.
- Deliver planned learning and pastoral programmes, 1:1 or in small groups.
- Provide emotional regulation support, modelling positive coping strategies.
- Promote independence, resilience and engagement in learning.

• Provide support for pupils experiencing crisis, distress or dysregulation by being trained as a DDSL and being part of the safeguarding team.
Support for the Teachers
• Plan, prepare and deliver learning activities under teacher supervision. • Provide accurate feedback to pupils and teachers regarding progress and behaviour. • Contribute to planning and review meetings and assist in adaptations to curriculum delivery. • Support behaviour management systems and provide consistency in expectations and routines.
Support for the Curriculum
• Deliver and adapt learning activities aligned with both the national curriculum and therapeutic approaches. • Use ICT and specialist resources effectively to enhance learning. • Support the delivery of literacy, numeracy and functional skills programmes. • Prepare resources, equipment and structured tasks to meet pupil needs. • Implement personalised learning strategies based on cognitive, emotional or communication profiles.
Support for the School
• Uphold and promote safeguarding, health and safety, behaviour and data protection policies. • Maintain high-quality records of pupil progress, interventions, incidents and achievements. • Develop strong working relationships with families and external professionals. • Contribute to school development, whole-school initiatives and multi-agency work. • Participate in staff training, professional development and reflective practice. • Represent the support staff team where appropriate, providing leadership and modelling best practice.
General
• Undertake any other reasonable duties within the scope of the role as directed by senior staff. • Promote equality of opportunity and anti-discriminatory practice. • Contribute to maintaining a positive, supportive and safe school culture across all sites.
Other
• Promote and uphold equality of opportunity for all individuals, both within the organisation and externally, actively working to identify and eliminate any form of direct or indirect discrimination. • Undertake any other reasonable duties as directed by the Head of School, commensurate with the responsibilities of the role.

I confirm that I have read the job description, and that I have the mental and physical fitness needed, to carry out the work responsibilities outlined within the job description.

Name _____ Signature _____

Date _____

The Southover Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share the same commitment. The post is subject to an Enhanced Certificate of Disclosure from the Disclosure and Barring Service and a range of other recruitment checks.

**HLTA Employee Specification
Higher Level Teaching Assistant**

Attributes	Criteria	Rank
Relevant Experience	A minimum of 2 years relevant experience (or 1-year leading learning)	Essential
	Experience working with children of relevant age in a learning environment/successful experience in the Southover Partnership setting	Essential
	Several years' experience working in a relevant discipline in a learning environment	Essential
	Experience of working with pupils with additional needs	Essential
Education and Training Attainments	Gained HLTA status, NVQ 4 or equivalent (or commitment to work towards this in the academic year)	Desirable
	Excellent numeracy/literacy skills (minimum GCSE C/4 or above in English and Maths)	Essential
	ICT – at least a level 2 qualification	Essential
	Training in relevant learning strategies e.g. literacy	Essential
	Specialist skills/training in curriculum or learning area e.g. SEN, SEMH, interventions, or other	Essential
General and Special Knowledge	Full working knowledge of relevant policies/ codes of practice/legislation	Essential
	Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	Essential
	Good understanding of child development and learning processes	Essential
	Understanding of statutory frameworks relating to teaching	Essential
	Ability to organise, lead and motivate a team	Essential
	Constantly improve own practice/knowledge through self - evaluation and learning from others	Essential
Skills and Abilities	Ability to relate well to children and adults	Essential
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Essential
	Effective use of ICT to support learning	Essential
	Use of specialist equipment/resources	Essential
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential
	Relevant knowledge of first aid	Essential
	Ability to plan effective actions for pupils at risk of underachieving	Essential
	Understand range of support services/ providers	Essential
Additional Factors	This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to support this commitment	Essential