

Job Description - HLTA (Special Resource Base)

Responsible to: SRP Manager/SENDCo

Job Purpose: To work collaboratively with the SRP Lead in planning, preparing, and delivering learning activities, interventions, and progress tracking for students within the newly established SRB. The HLTA will take a lead role in supporting students with complex and moderate learning difficulties to access a bespoke curriculum, foster independence, and successfully transition between the base and mainstream classes.

Band: KGA Scale Band 6 (FTE £28,239 - £32,061) *pay award pending*

Hours: 37 hours per week, term-time only plus 2 INSET days

Main Duties:

Teaching, Learning, and Intervention Delivery

- Lead Learning: Plan and deliver small-group and 1:1 learning activities, adjusting resources and teaching styles to meet the diverse needs of students with complex and moderate learning difficulties.
- Cover & Support: Cover lessons within the SRB when the Lead Teacher is planning or absent, maintaining a calm, structured, and predictable environment.
- Bespoke Curriculum Support: Assist in developing highly visual, sensory, and practical learning resources (e.g., using symbols, social stories, and concrete manipulatives).

Student Well-being, Regulation, and Care

- Sensory & Emotional Regulation: Implement sensory diets, co-regulation strategies, and de-escalation techniques for students experiencing overwhelm.
- Promote Independence: Scaffold tasks to encourage self-reliance, life skills, and social communication, preventing students from becoming overly dependent on adult support.
- Transition Support: Accompany and support SRB students as they integrate into mainstream lessons, ensuring mainstream staff are aware of their specific profiles and strategies.
- Intimate & Personal Care: Provide sensitive, respectful support to students with personal hygiene and toileting difficulties. This includes assisting with intimate care needs as outlined in individual care plans, whilst maintaining the student's dignity, promoting self-reliance, and adhering strictly to school safeguarding and

health and safety policies.

Collaboration and Base Development

- Setting up the Base: Assist in the physical setup of the new SRB, creating low-arousal zones, workstation areas, and interactive displays.
- Assessment & Tracking: Monitor, record, and report on student progress, contributing valuable observations to Education, Health and Care Plan (EHCP) annual reviews.
- Parental Partnership: Maintain warm, regular communication with parents and carers to ensure consistency of support between home and school.

Safeguarding

- Ensure personal understanding of the duties and responsibilities in relation to child protection and the safeguarding of children and young people. This includes understanding of the school Safeguarding and Child Protection Policy and Code of Conduct.
- Ensure all issues relating to students are reported immediately to the delegated member of staff
- Attend mandatory training and refreshers to ensure a personal and up to date understanding of safeguarding requirements

Health, Safety & Security

- Ensure a personal awareness of and compliance with, policies and procedures related to health, safety, and security, confidentiality, and data protection
- Ensure concerns are reported immediately to the delegated member of staff
- Attend mandatory training and refreshers to ensure personal and up to date understanding of relevant policies and practices

Equity, Diversity & Inclusivity

- Contribute to the development of a workplace culture that promotes equity, diversity and inclusivity

Other

- To perform other duties as may be reasonably directed from time to time by the Headteacher which are commensurate with the grading and level of responsibility of the job.

Whilst every effort has been made to explain the main duties and responsibilities of the post, individual tasks 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.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post-holder's professional responsibilities and duties.

Person Specification (PS)

Criteria Category	Essential (Must-Haves)	Desirable (Nice-to-Haves)
Qualifications	* HLTA Status (or equivalent level 4 qualification / degree in education/SEN). * GCSE Grade C/4 (or equivalent) in English and Maths.	* Specialized SEND training (e.g., Team-Teach, ELSA, Makaton, PECS, or Autism-specific training). * First Aid qualification.
Experience	* Substantial experience working with secondary-aged children with SEND (specifically MLD/CMLD). * Experience planning and delivering targeted interventions.	* Experience working within a specialist school or an existing mainstream Resource Base/Unit. * Experience contributing to EHCP reviews and writing progress reports.

	* Experience managing challenging behaviours and supporting emotional regulation.	
Knowledge & Skills	* Strong understanding of the challenges faced by students with complex cognitive, communication, and sensory needs. * Ability to adapt curriculum content on the fly to suit different learning styles. * Excellent ICT skills for creating visual aids and tracking student data.	* Knowledge of the secondary curriculum and how to scaffold it for lower cognitive abilities. * Understanding of how to implement Speech & Language therapy plans.
Personal Attributes	* High levels of emotional resilience, patience, and a sense of humour. * A collaborative team player who thrives in a "startup" environment. * Highly organized, with the ability to manage time effectively in a busy setting.	* A proactive "solution-focused" mindset—ready to suggest new ideas and trials for the base.