

Higher Level Teaching Assistant (HLTA) – Early Years Foundation Stage (EYFS)
Specialist

Trinity Croft C of E Primary

Salary/Grade: Scale point 19/ Grade 6 (Full Time Equivalent £32,061)

Contract Type: Fixed Term Two years with the possibility of it being extended (funding dependent), 30hours per week

Reporting To: EYFS Lead / Special Educational Needs Coordinator (SENCO)

Job Purpose

We are seeking to appoint an experienced HLTA who has the passion and expertise to support pupils with a range of additional needs, with a particular focus on Communication and Interaction in the Early Years.

The successful candidate will have the opportunity to innovate and introduce new teaching approaches, including outdoor learning and sensory-based strategies. They will join our specialist education provision within school, working collaboratively with the SENCo to support staff in developing high-quality, inclusive practice.

Our Specialist Education Provision (SEP) has been designed to support children with additional needs in a nurturing and inclusive environment. This is an exciting opportunity to lead the provision and manage a small team of dedicated teaching assistants, ensuring children receive the very best start.

The purpose of this provision is to deliver a bespoke curriculum and targeted support for pupils whose primary need is Communication and Interaction. The role will also involve enabling pupils to access the wider mainstream curriculum where appropriate, through enhanced and individualised support.

Key Responsibilities

Teaching, Learning, and Curriculum Delivery

- **Lead Learning:** Plan, prepare, and deliver adapted EYFS learning activities to individuals, small groups, or the whole class, modifying approaches dynamically to meet highly complex SEND needs.
- **Cover Delivery:** Provide high-quality cover for teachers during PPA time or short-term absences, maintaining structure, routine, and therapeutic strategies.
- **Developmental Assessment:** Assess individual children's progress against EYFS milestones and specialist frameworks (e.g., Engagement Model, P-Scales/specialist trackers), recording observations to inform future planning and Education, Health and Care Plan (EHCP) reviews.
- **Communication Strategies:** Implement specialist communication tools such as Makaton, PECS (Picture Exchange Communication System), and AAC

(Augmentative and Alternative Communication) devices to give non-verbal children a voice.

Specialist SEND & Therapeutic Support

- **Intervention Delivery:** Deliver specialised interventions including intensive interaction, sensory integration strategies and attention autism (where applicable).
- **Care and Well-being:** Meet the complex medical, physical, and personal care needs of the children, including feeding, toileting and changing while maintaining dignity and independence.
- **Therapy Integration:** Work collaboratively with external professionals (Speech & Language Therapists, Occupational Therapists, Physiotherapists) to embed specific therapeutic targets into daily routines.
- **Behaviour Communication:** De-escalate and manage behaviours that challenge, using positive behaviour support frameworks, regulation strategies, and co-regulation techniques.

Leadership & Team Collaboration

- **Direct Class Teams:** Supervise, guide, and deploy Teaching Assistants within the class team to ensure learning and care objectives are met efficiently.
- **Parental Engagement:** Build strong, trusting relationships with parents and carers, providing daily handovers and contributing to formal EHCP progress meetings.
- **Environment Design:** Ensure the EYFS indoor and outdoor environments are highly stimulating, communication-rich, and physically accessible for children with complex needs.

Person Specification

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • EYFS qualification OR a relevant Foundation Degree / Level 4 qualification. • Level 2 (or equivalent) in English and Maths. 	<ul style="list-style-type: none"> • Relevant EYFS or SEND certification (e.g. Level 3 Early Years,). • Up-to-date pediatric first aid.
Experience	<ul style="list-style-type: none"> • Proven experience working within an EYFS setting. • Substantial experience supporting children with complex SEND (e.g., PMLD, SLD, ASD, complex medical needs). 	<ul style="list-style-type: none"> • Experience leading a small team of support staff. • Experience working within a specialist special school or specialist hub.
Knowledge & Skills	<ul style="list-style-type: none"> • Deep understanding of the EYFS framework and how to adapt it for SEND. • Knowledge of specialist communication systems (PECS, Makaton). 	<ul style="list-style-type: none"> • Training in physical intervention/positive handling (e.g., Team-Teach). • Knowledge of sensory processing and regulation strategies.

- Understanding of safeguarding within a SEND context.

Personal Attributes

- Exceptional patience, resilience, and emotional intelligence.
 - Physical stamina to meet personal care and moving/handling demands.
 - Outstanding communication and teamwork skills.
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