



JOB DESCRIPTION

TITLE:	Higher Level Teaching Assistant (HLTA)
SCHOOL:	Manshead Church of England Academy (MCEA) part of the Dioceses of St. Albans Multi Academy Trust (DSAMAT)
RESPONSIBLE TO:	SENDco
CONTRACT TYPE:	Permanent – 37 hours per week, Term Time Only plus 5 training days
GRADE:	Grade points 9-12

About the role:

To work under the direction of the SENDCo to support the educational, social, emotional and behavioural development of students with Special Educational Needs and Disabilities (SEND). The HLTA will provide high-quality intervention, classroom support and targeted learning programmes, helping students to achieve their full potential both academically and personally.

The postholder will work collaboratively with teachers, support staff, parents/carers and external agencies, and may lead learning activities for individuals, small groups or whole classes where appropriate.

Job Description	
Job Title	Higher Level Teaching Assistant (HLTA)
Salary	Points 9-12
Responsible to	SENDco
Contract	Permanent
Student Support	Support students with SEND across Key Stages 3 and 4 (and Key Stage 5 where applicable). Deliver targeted interventions to individuals and small groups to improve academic progress, engagement and independence. Promote students' social, emotional and personal development. Support students with Education, Health and Care Plans (EHCPs) and other identified additional needs. Monitor and record student progress against agreed targets. Encourage positive behaviour and support students in developing self-regulation strategies. Assist students during examinations and assessments in accordance with access arrangements.
Teaching and Learning	Plan, prepare and deliver structured learning activities under the guidance of the SENDCo and teaching staff. Cover lessons and supervise whole classes when appropriate and in line with HLTA standards. Adapt learning resources and activities to meet individual student needs. Support teachers in evaluating student achievement and identifying next steps. Use specialist knowledge and strategies to remove barriers to learning. Promote inclusive classroom practice and equal opportunities for all students.
SEND Administration and Coordination	Assist the SENDCo in maintaining accurate records relating to students with SEND. Contribute to annual reviews, EHCP reviews and student support meetings.

	Help track progress and interventions for students receiving SEND support. Support the implementation and monitoring of SEND provision across the school. Liaise with teachers regarding effective support strategies and reasonable adjustments.
Partnership Working	Develop positive relationships with parents and carers. Work effectively with external professionals and agencies, including Educational Psychologists, Speech and Language Therapists and Inclusion Support Services. Attend meetings and contribute professional observations and recommendations where required. Promote effective communication between students, families, staff and external agencies.
Safeguarding and Welfare	Promote and safeguard the welfare of all students. Maintain professional boundaries and confidentiality at all times. Follow all school safeguarding, behaviour, health and safety and data protection policies. Act as a positive role model for students.
General Responsibilities	Participate in staff meetings, training and professional development activities. Contribute to the wider life of the school community. Undertake first aid duties if appropriately trained. Carry out any other reasonable duties commensurate with the grade and nature of the post as directed by the SENDCo or Senior Leadership Team.
Data Protection	Comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.

Health and Safety	The postholder is required to comply with all academy health and safety policies and procedures, taking reasonable care for their own health and safety and that of others
Flexibility	Undertake additional duties appropriate to the role as directed by line management.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from Direct.gov.uk

'The Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service .

'CVs will not be accepted for any posts based in schools.'

Person Specification

Criteria	Essential	Desirable
Qualifications	HLTA status or equivalent qualification and experience.	Relevant SEND qualification (e.g. Level 3/4 SEND, Autism, SEMH or Inclusion-related qualification).
	GCSE English and Mathematics at Grade 4/C or above (or equivalent).	First Aid qualification.
Experience	Experience working with children or young people with SEND in a secondary school setting.	Experience supporting students across Key Stages 3 and 4.
	Experience delivering targeted interventions and support programmes.	Experience of working with students with EHCPs.
	Experience supporting students with a range of needs, including cognition and learning, communication and interaction, SEMH, and sensory/physical needs.	Experience of lesson cover and leading whole-class learning activities.
	Experience working collaboratively with teaching staff and other professionals.	Experience contributing to annual reviews and SEND review meetings.
Knowledge	Knowledge of SEND legislation, inclusive practices and the graduated approach to SEND support.	Knowledge of examination access arrangements.
	Understanding of EHCPs and how to support students to meet their outcomes.	Understanding of current developments in SEND provision within secondary education.
	Knowledge of safeguarding and child protection procedures.	Knowledge of assistive technologies and adaptive learning resources.
	Ability to plan, prepare and deliver effective learning and intervention activities.	Ability to train or mentor other support staff.
Skills and Abilities	Strong communication and interpersonal skills.	Ability to analyse intervention data and identify trends.
	Ability to build positive relationships with students, staff, parents/carers and external agencies.	
	Excellent organisation and time management skills.	
	Ability to work independently and use initiative.	
	Competent ICT skills, including the use of Microsoft Office and school information systems.	
	Ability to maintain accurate records and monitor student progress.	

Personal Attributes	Commitment to inclusion and ensuring positive outcomes for all students.	
	Patient, empathetic and resilient.	
	Professional, confidential and trustworthy.	
	Flexible and able to adapt to changing priorities.	
	Ability to act as a positive role model with high expectations of behaviour and achievement.	
	Commitment to safeguarding and promoting the welfare of children and young people.	