

Colnbrook School

“Working Together... Achieving Together...Aiming Higher”

A Specialist Primary School for Children with Learning Difficulties, Autism and Speech & Language Difficulties

Head Teacher: Caroline Aplin



TITLE OF JOB : Behaviour Support Higher Level LSA – INTERNAL VACANCY
GRADE : H5
LINE MANAGER : Deputy Headteacher

1. JOB OUTLINE

1 a) JOB PURPOSE

The HLTA role forms a key part of the school’s pastoral and behaviour support structure. Working under the guidance of the behaviour and pastoral teams, the postholder will help embed a consistent relational practice approach across the school. The role focuses on supporting pupils with social, emotional, and behavioural needs, contributing to a safe, nurturing, and inclusive learning environment.

The HLTA will support staff and pupils across all classes, including assisting with behaviour regulation, relational responses, and—when necessary—the safe management of physical behaviours in line with training and policy. The role may also involve observing pupils, contributing to behaviour planning, delivering interventions, and supporting wider pastoral processes.

1 b) MAIN DUTIES AND RESPONSIBILITIES**

Pastoral Support

- Pastoral care to promote pupils’ emotional wellbeing, behaviour, and engagement in learning.
- Contribute to embedding a whole-school relational and restorative approach.
- Build effective, professional relationships with pupils, families, and staff.
- Support pupils during dysregulation, distress, or behavioural crisis using restorative and relational strategies.
- Promote inclusion, consistency, and positive behaviour across the school.

Behaviour Support

- Work under the direction of the behaviour team to support behaviour across the school.
- Assist staff in implementing relational behaviour approaches in all classes.

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- Provide support in the safe management of physical behaviours, including positive handling and restraint in line with policy and training.
- Observe pupils to identify triggers, patterns, barriers to learning, and support needs.
- Meet regularly with behaviour leads, teachers, and class teams to discuss progress and strategies.
- Suggest and help implement strategies to improve emotional regulation, behaviour, and engagement.
- Support the creation and review of behaviour support plans, pastoral support plans, and risk assessments in line with Therapeutic Thinking documentation.

Interventions & Pupil Support

- Deliver targeted interventions for individuals or small groups focusing on emotional regulation, social skills, behaviour, wellbeing, and engagement.
- Monitor, evaluate, and record the impact of interventions with support from leaders.
- Model proactive and reactive regulation strategies for staff and pupils.
- Work with leaders to ensure consistent use of resources and strategies across the school.

Training & Administrative Support

- Support the behaviour and pastoral teams with training preparation, delivery, and follow-up.
- Assist with behaviour-related paperwork, including incident reports, referrals, and records.
- Maintain accurate, confidential documentation in line with school policies.
- Model positive practice and support staff in implementing relational and behaviour strategies.

1 c) EQUALITIES

- Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop

1 d) HEALTH AND SAFETY

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

1 e) DISCLOSURE AND BARRING SERVICE

- This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the DBS as part of Hertfordshire County Council's pre-employment checks.

1 f) ADDITIONAL INFORMATION

- The jobholder is required to contribute to and support the overall aims and ethos of the school.

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- All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

**** The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.**

2. SUPERVISION

- The jobholder is supervised and supported by the Deputy Head. Class teachers will also liaise with the jobholder to ensure effective classroom practice and organisation.

3. JOB CONTEXT

- The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.
- The principal focus of the job is to support pupils who have special educational needs. This requires the jobholder to be able to adapt his/her work to the specific needs of the pupils in a range of activities.

4. CONTACTS

- The jobholder works with teachers and pupils and is likely to have frequent contact with parents, carers and visiting professional staff, such as educational psychologists.

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5. KNOWLEDGE, EXPERIENCE AND TRAINING

- Experience of working with or caring for children of the relevant age.
- Good numeracy and literacy skills.
- Basic knowledge of first-aid.
- Ability to use modern technology, including photocopier, tablets and personal computer.
- Ability to work in a team
- Be willing to complete, to a high standard, training specific to the status of HLTA.

7. PHYSICAL EFFORT

The role may require the moving and handling of children whose mobility is restricted at a given moment. Staff will be required to participate fully in physical activities such as swimming, PE lessons and trampolining appropriate training will be given, if necessary.

8. WORKING ENVIRONMENT

- The job may include clearing up blood or other bodily fluids of children after accident or sudden illness.
- You may be required to change nappies and assist with intimate care in line with our Intimate Care Policy.
- You may be required to go swimming and in the pool.
- The job may include administering medication
- The job may include delivering specialist medical programmes, such as occupational therapy or physiotherapy.

9. WHAT THE ROLE LOOKS LIKE IN PRACTICE

Across the week, you will be timetabled to work with different classes and individual pupils, building positive relationships and supporting them to develop proactive and regulated responses to emotional challenges. Outside of timetabled sessions, you will review and update documentation, liaise with staff and be available to provide initial support during incidents of dysregulation.

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PERSON SPECIFICATION

Below is the list of essential and desirable attributes that our successful candidate will have demonstrated. All attributes coded with A should be referenced as part of the application process and will be exemplified further at interview (I) and through tasks at interview (T).

Attribute	Requirement	Source of Evidence
Qualifications		
Maths and Literacy (Grades 4-9) at GCSE Level	Desirable	A
HLTA accreditation	Desirable	A
Evidence of further studies and training	Desirable	A
Experience		
Minimum of 3 years working in EYFS, KS1 or KS2	Essential	A, I,
Experience of working with children/young people with SED and behavioural needs	Essential	A, I
Evidence of professional development related to emotional regulation or therapeutic approaches	Essential	A, I
Understanding of trauma-informed practice and relational approaches	Essential	A, I
Experience supporting challenging behaviour, including physical intervention/restraint	Essential	A, I
Experience delivering interventions and maintaining accurate records	Essential	A, I
Skills and Abilities		
Have strong communication, organisation and teamwork skills	Essential	A, I, T
Ability to work collaboratively with staff, families and external professionals	Essential	A, I
Knowledge		
Understanding of safeguarding and child protection procedures	Essential	A, I
First Aid	Desirable	A, I
Multi agency working	Desirable	A, I
Personal Attributes		
Calm, resilient and professional under pressure	Essential	A, I
Compassionate, nurturing and child-centred	Essential	A, I
Strong observational and problem-solving skills	Essential	A, I
Flexible, proactive and solution-focused	Essential	I
Committed to inclusion, wellbeing and positive relationships	Essential	A, I
The ability to retain a sense of humour and positive outlook in challenging circumstances	Essential	I

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