



Prep School SEND Higher Level Teaching Assistant (HLTA)

Job Description	
The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
Summary of the role	<p>Job Title: Prep School HLTA</p> <p>Department: Prep School</p> <p>Location: De Parys Avenue, Bedford</p> <p>Reporting Line: PS Head of Academic Support</p> <p>Hours: Part time – 37.5 hours per week, term time only, Mon- Fri 8.00am to 4.00pm with half hour unpaid lunch break</p> <p>Role Summary: To support teaching and learning across the school by working with individuals, groups and classes, and by contributing to the planning, delivery and assessment of learning under the direction of a teacher. The role will also involve a contribution to the wider life of the school through tutoring, co-curricular activities, duties and supervision.</p>
Main duties and responsibilities	<p>This job description does not form part of the contract of employment and may be varied in accordance with the demands of the appointment.</p> <p>Your Professional Duties</p> <p>You are expected to act in accordance with the aims, policies and administrative procedures of the School.</p> <p>The following duties shall be deemed to be included in the professional duties which you will be required to perform:</p> <p>Specific Duties and Responsibilities</p> <p>The main duties and responsibilities of the Prep School HLTA are as follows (this list is not exhaustive):</p> <p>Teaching and Learning</p> <ul style="list-style-type: none"> • To support pupils across the Prep School (Years 3–8), working with individuals, small groups or whole classes as directed.

- To plan and deliver learning activities, interventions and revision sessions to support progress in core and foundation subjects.
- To provide structured support for pupils with additional learning needs, including SEND, EAL or pastoral needs.
- To help pupils develop independence, organisation, resilience and confidence in learning.
- To observe, monitor and record pupils' progress and provide clear feedback to teachers.

Class and Curriculum Support

- To plan and deliver learning activities, interventions or cover lessons in the absence of the teacher, in line with school policy.
- To prepare and organise learning resources and classroom environments.
- To use a range of strategies to support inclusion, adaptive teaching and positive behaviour for learning.
- To contribute to the monitoring and evaluation of learning programmes and interventions.
- To lead and support Lego Therapy groups, developing pupils' social communication, collaboration and problem-solving skills
- To deliver or support Emotional Literacy and wellbeing groups, in line with the school's pastoral framework
- To work closely with pastoral leaders, supporting pupils' emotional regulation and engagement with learning

Collaboration and Communication

- To work closely with class teachers, the SENDCo and other professionals to support pupil progress.
- To contribute to meetings, reviews and discussions relating to pupils, including SEND reviews where appropriate.
- To communicate effectively and professionally with parents and carers under the guidance of teaching staff.

Administration and Organisation

- To keep accurate records of pupil progress, interventions and outcomes where required.
- To contribute to the preparation of reports, learning plans or documentation as directed.
- To ensure the safe use, care and storage of equipment and resources.
- To provide office and teaching staff with administrative support, including photocopying, filing, shredding and various tasks when necessary.
- To support outside of the day-to-day curriculum with concerts, productions and sporting events.

Pastoral Care

- Be fully conversant with, and applying, the School's child protection policy and all related issues, including cultural competence.
- Promote good attendance and monitor it in accordance with School policy.
- To support pupils' emotional wellbeing and social development, modelling positive relationships and behaviour.
- To be alert to safeguarding and child protection concerns and report these promptly in accordance with school policy.
- To support pupils during transitions, breaktimes, trips or other school activities when required.
- Support each boy to achieve his potential.

	<p>Professional Standards</p> <ul style="list-style-type: none">• Support the aims and ethos of the School.• Promote equality, diversity and inclusion in all that the school does.• Treat all members of the School community with respect and consideration.• Treat all boys fairly, consistently and without prejudice.• Set a good example to boys in terms of appropriate dress, punctuality and attendance.• Participate in the School's extracurricular programme.• Take responsibility for personal professional development within the School's CPD programme.• Attend all departmental and staff meetings.• Attend Parents' Evenings, New Parent's Day and ensure that all deadlines are met as published in the School calendar.• Take responsibility for matters relating to health and safety.• Undertake duties that may be reasonably assigned by the Prep Headmaster (directly or indirectly). <p>Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement, but in any case, will be reviewed through the appraisal process.</p>
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You may also be required to undertake such other comparable duties as the Trust requires from time to time.

Person Specification – Prep School SEND Higher Level Teaching Assistant (HLTA)

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	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications	Appropriate Academic qualifications	Degree Level qualifications HLTA qualification HLTA status or an equivalent recognised qualification, or demonstrable experience working at HLTA level Specialist qualifications in SEND	<i>Certificates</i>
Experience	Experience of working in a classroom setting Experience of supervising groups of children	Experience and understanding of working in inclusive education setting Experience of working in a prep or independent school environment Experience of planning and delivering intervention programmes or small-group teaching Experience of providing short-term cover or supervising learning in the absence of a teacher Training or experience related to specific learning needs (e.g. dyslexia, ADHD, autism, SEMH)	<i>Application form and references</i>
Skills and Knowledge	Good written and oral communication skills An understanding of classroom roles and responsibilities Knowledge of primary (prep) curriculum Ability to supervise and manage groups of children with confidence Ability to work collaboratively with colleagues across the school Good IT skills Good administrative skills	First Aid Confidence in supporting pupils across a range of subjects, particularly English and mathematics Experience of supporting pupils' emotional wellbeing and pastoral development Willingness to contribute to trips, activities or the wider co-curricular life of the school Confidence using educational technology to support learning	<i>Application form references, observed lesson and interview</i>

	<p>Excellent organisational skills</p> <p>Ability to work under pressure and prioritise in a busy school environment</p> <p>A calm, caring and consistent approach to behaviour management, aligned with school expectations</p> <p>Able to use their own initiative and take responsibility</p> <p>Good team player</p> <p>The ability to maintain confidentiality and exercise appropriate professional judgement at all times</p> <p>Knowledge of safeguarding of children – respect and maintain confidentiality</p>	<p>A reflective approach to practice and a commitment to ongoing professional development</p>	
<p>Personal competencies and qualities</p>	<p>Approachable, open and honest</p> <p>A creative learner</p> <p>Positive and ‘can do’ approach to work</p> <p>Resilient character</p> <p>A professional, flexible and reliable approach, with a commitment to contributing positively to the life of the school</p>	<p>Commitment to continuing professional development</p> <p>Ability to work independently using a wide range of resources</p> <p>An interest in training to become a teacher</p>	<p><i>Interview, observed lesson and references</i></p>