



Higher Level Teaching Assistant (HLTA) with SEN Focus

Job Description & Person Specification

Autumn 2026

Welcome!

Thank you for your interest in our vacancy. Priestlands is an Academy in the New Forest with 1250 students and 165 staff.

We are looking for an additional team members to join our SEND team as soon as possible in the new Academic year. The role of Higher Level Teaching Assistant with SEN focus is a new role and will allow the team to restructure and provide additional support and interventions to the students who need help accessing the main curriculum, enabling them to succeed and flourish.

The successful candidates will need to have previous relevant experience working with students, particularly at Key Stages 3 & 4. You will need to be a resourceful, resilient and enthusiastic individual as the role will be both challenging and rewarding. A key aspect of the role includes delivering learning activities to small groups and you will be required to develop strategies to help support the students to ensure that all are being given the best opportunity to succeed.

The role is for 32.5 hours a week, working 8.30am - 3.30pm Monday to Friday, including a 30 minute daily unpaid break.

The salary will be paid at Grade D for 38 working weeks per year. This is paid for 43.6 weeks of the year to include a proportion of holiday pay. Actual salary would be £21,134 pa (equivalent to £28,697 a year full-time – pay award pending). This a term time contract which means that you are not entitled to take time off during the 38 weeks the school is open. The salary is paid in 12 equal payments.

The successful candidate will benefit from the perks of working within a school, including up to 14 weeks off per year. There is a generous employer contribution into the pension scheme, free on-site parking and access to the student canteen where discounted meals are available. In addition, the school offers a free and confidential Employee Assistance programme, offering advice on a range of areas including well-being, housing and financial matters along with access to the UK's largest online GP service - Livi.

Priestlands School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. This post is covered by the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and you will be required to declare whether you have any criminal convictions. Priestlands School is an equal opportunities employer and welcomes applications from all sections of the community.

References will be taken up prior to interview and you will be required to provide appropriate evidence of identity and qualifications to support other pre-employment checks which will be undertaken on the successful candidate for this role, including:

- A confidential health declaration
- An online search of your name in line with government guidance on Keeping Children Safe in Education
- A DBS application
- Your right to work in the UK

To apply, please click on the 'apply now' link which will take you to the online application form. Please do not submit a CV as it will not be accepted.

If you have any further queries, please do not hesitate to contact us. We look forward to receiving your application.

Purpose of the Role

To lead and deliver high-quality provision for students identified as SEN, ensuring their needs are effectively assessed, planned for, and reviewed. The role combines direct student support, coordination of provision, and liaison with staff and families to improve outcomes and inclusion.

Job Description

SEN Casework and Provision Planning

- Hold a caseload of SEN students.
- Produce and maintain personalised support plans (PSPs) aligned with assessed need.
- Ensure plans are:
 - Specific, personalised and actionable for staff
 - Shared with staff and parents
- Regularly review progress and adapt provision accordingly.
- Provide feedback to teaching staff to inform planning and inclusive classroom practice.

Monitoring and Review

- Conduct termly reviews for SEN students.
- Track academic progress, engagement, and wider outcomes.
- Contribute to or lead review meetings with:
 - Parents/carers
 - SEN co-ordinator and teachers
- Maintain accurate and compliant records.

Liaison and Communication

- Act as a key point of contact for parents of SEN students.
- Communicate effectively with:
 - Teaching staff (ensuring strategies are understood and implemented)
 - SEN co-ordinator and wider inclusion team
- Provide guidance to staff on effective classroom adaptations and strategies.

In-Class Support

- Work alongside teachers to:
 - Support SEN students in lessons
 - Model high-quality adaptive practice
- Promote independence rather than over-reliance on adult support.
- Ensure strategies in student plans are consistently implemented.

Intervention Delivery

- Plan and deliver targeted interventions within the SEN hub or other settings.
- Use evidence-informed approaches to address identified needs (e.g., literacy, numeracy, executive functioning, social skills).
- Track and evaluate intervention impact.

SEN Hub Provision

- Contribute to the day-to-day operation of the SEN hub.
- Create a structured, supportive environment for students accessing provision.
- Support students in developing:
 - Self-regulation
 - Organisation
 - Learning readiness

Success Indicators / Impact Measures

- Improved progress and engagement of SEN students
- High-quality, consistently implemented support plans
- Positive parent feedback and effective communication
- Measurable impact of interventions
- Growing staff confidence in supporting SEN learners

General

- Collaborate and work with colleagues and other professionals within and beyond school
- Communicate effectively with other staff members and students, and parents/carers as necessary
- Attend and contribute to meetings as required
- Attend training sessions as required
- To be aware of and support the School and Department Action Plans and targets
- To act in accordance with the School's policies, including the requirements of Keeping Children Safe in Education (KCSIE), the school's child protection policy and GDPR among others.
- To carry out any other duties commensurate with the level of the post

This job description sets out the main duties and responsibility of the post and each individual task may not be identified. The post holder will be expected to undertake other such duties as required. It will be reviewed annually during the appraisal cycle and may be subject to modification or amendment following discussion.

Person Specification

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification and training	A good standard of general education, including evidence of GCSE English & Maths at Grade C / 4 or above (or equivalent). NQF Level 3 and/or HTLA qualification and/or significant experience in a required discipline Strong understanding of SEND, particularly cognition and learning needs Experience supporting students with additional needs in a secondary setting	Qualifications or training related to SEND Experience working with external agencies and specialists Graduate
Experience	Relevant work experience	Relevant work experience in a similar environment
Qualities, skills, knowledge and abilities.	Ability to write clear, actionable support plans Experience of supporting SEN interventions and monitoring their impact on student progress. Ability to coordinate with key stakeholders, including SENDCo, subject teachers, pastoral staff, parents and external professionals, to ensure arrangements are embedded in classroom practice Strong organisational skills and attention to detail. Excellent communication skills and the ability to handle sensitive information confidentially. Team player with a 'can do' approach. Able to work independently and with initiative. Flexible; able to adapt quickly and effectively to changing circumstances or situations. Able to work calmly and with patience, even when under pressure. Excellent organisational skills. Strong ICT skills with the ability to produce reports, correspondence and input data. Well developed interpersonal skills with the ability to build and maintain relationships. Able to motivate and encourage students appropriately. Firm, sensitive and effective approach to student discipline.	Knowledge of Microsoft Office, CPOMS & Arbor Experience managing a caseload of students Knowledge of evidence-based SEN interventions Experience working with parents/carers in a structured way