



Job Description

DEPARTMENT:	Strathmore School
POST TITLE:	Higher Level Teaching Assistant (Teaching and Learning) (HLTA (TL))
CONTRACT:	Full Time - Term Time Only
GRADE:	Scale 6 - Spinal Point NJC18
EFFECTIVE DATE OF JOB DESCRIPTION: April 2026	
<hr/>	
HOURS OF DUTY:	32.50 per week
REPORTS TO:	Class Teacher/ School Leadership Team/ Headteacher
RESPONSIBLE FOR:	None
LIASON WITH:	Headteacher, School Leadership Team, Class Teacher, Higher Level Teaching Assistant, other school staff, therapists, professionals outside the school, parents and carers, learners.

Strathmore school vision:

We are dedicated to preparing every learner to become an active contributor to their community by:

- championing independence,
- engaging families and
- promoting communication.

We feel that the best approach to supporting our learners to reach their potential is by all members of the teaching team facilitating learning through a structure of plan, do, review and supported by Quality First Teaching. Higher Level Teaching Assistants' professional knowledge and expertise are an integral part of this model and as such, we highly value their contributions to the planning and assessment processes, as overseen by the Class Teacher.

Purpose and Objectives of Work

To provide support for learners, the Class Teacher, support staff and the school to raise standards of achievement for our learners, all of whom have severe or profound and multiple learning disabilities and many of whom have a co-diagnosis of Autism Spectrum Condition.

To encourage learners to become independent, to provide support for their welfare and to support the inclusion of learners in all aspects of school life by utilising a good standard of practical knowledge and skills.

To support the ethos and vision of the school and to contribute to the general well-being of all the members of its community.

To complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision and lead in their absence. Promote learner outcomes through close monitoring, reporting and developing in collaboration with the teachers. Plan, prepare and deliver learning activities for individuals/ groups or whole classes. To be responsible for the management and development of a specialist area within the school as discussed and agreed.

To provide cover for the teacher during routine PPA time out of class.

To work in all areas of the Trust and supervise classes occasionally during the short-term absence of teachers in line with school cover policy.

The Auriga Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced DBS Check with a check of the DBS Barred List

Duties and Responsibilities

1. Work as part of the staff team at the direction of the School Leadership Team / Class Teacher to support teaching provision and pupils' learning.
2. In conjunction with the Class Teacher and SLT, respond to learners' diverse needs, both as individuals or in groups, providing challenging learning opportunities appropriate to their level of child development.
3. Be fluent in Strathmore Developmental Skills Framework to contribute to lesson plans and the implementation of best practice to meet the needs of individual learners.
4. In conjunction with the Class Teacher and SLT, plan, organise, lead and assess learning activities that promote communication and independence to:
 - ❖ help to develop and prepare resources,
 - ❖ implement strategies for teaching and learning for individuals and groups, taking into account their specific needs and starting points,
 - ❖ build in opportunities for generalising skills and knowledge beyond the classroom.
5. Support the teaching through use of appropriate specialist strategies and inclusive ICT; assist learners to access the full curriculum through being fluent in learner EHCP and curriculum outcomes.
6. Help to monitor the progress of identified learner's performance, using ICT effectively to support learning and to contribute to assessment. Keep video and written records, consistent with school systems, and provide the Class Teacher and SLT with feedback on learner progress.
7. In collaboration with the Class Teacher and other school professionals, contribute to setting short-, medium- and long-term outcomes and to periodic formal and informal review meetings (including contributing to written reports).
8. Provide support for learners' emotional and social development by encouraging and modelling positive behaviour and dealing with disruption supporting the development of self-regulation; helping learners in crisis and following the Trust and School Behaviour Policy as outlined in the Trust's Behaviour Policy.
9. Gather and report information from and to parents as directed, in line with Home/School Communication Policy.
10. Accompany and support learners during inclusive learning activities within mainstream partner schools, including working with the learners of those schools under Class Teachers' direction. Work with mainstream learners during inclusive learning activities taking place within Strathmore.

11. In conjunction with the Class teacher, plan and lead educational visits for learners, in accordance with school policies and safety guidelines, support learner welfare and promote learning outcomes.
12. Following school procedures, attend to learners' personal needs and implement related personal programmes, including social, health, physical, behavioural, hygiene, medical and welfare matters. This will include assisting with the administration of medication in accordance with individual's Healthcare Plan. Respect the confidentiality of learner information and respond sensitively to learners' needs.
13. Be aware of key school plans, policies and procedures, especially the Health and Safety and Safeguarding policies, reporting concerns to the appropriate person.
14. Take an active role in the Performance Management and Appraisal cycle to identify and agree development needs and appropriate training for yourself and the support staff attached to the class. Improve own practice through research, self-study, training, observation and discussion.
15. Take part in hydrotherapy and swimming sessions alongside learners in the water, under the supervision of a swimming tutor. Support learners to develop independent dressing skills.
16. Understand the specific physical needs of the learners and know how to respond appropriately, seeking advice where unsure.
17. In collaboration with the Class Teacher, ensure the staff are directed to supervise learners in the playground and at break times and organise appropriate activities to support the Playleaders.
18. Meet with the class teacher on a weekly basis in order to plan for class meetings, set short term goals, review progress and ensure a shared class vision for the week.

Other

19. Work in all areas of the Trust and lead all staff in class when the Class Teacher is on PPA.
20. Within contracted hours, undertake Induction training and other training as may be required for the better performance of your duties.
21. Within contracted hours, lead and attend staff meetings as required.
22. Undertake all duties and interactions with employees, partner providers fairly, without unlawful discrimination and with due regard to the Trust's Equalities policy.
23. All staff are expected to work as a whole school team towards the School Development Plan objectives within a spirit of mutual professional respect and to foster a positive school climate in which all are supported to thrive and learn.
24. These are the key tasks as currently defined. They are **not** listed in priority order and postholders should not place emphasis on the location of the task within the forgoing job description. From time to time the key tasks may be varied and the postholder will be expected to take on such variations within the constraints of the grade and the level of responsibility implied in it.

Person Specification

The appointment panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the criteria.

Please use the key below to identify which sources we will be looking at for the evidence that the criteria have been met: **A** Application **I** Interview **R** References

Criteria		Source	Essential (E) Desirable (D)
Education and Qualifications			
1.	Level 2 Numeracy and Literacy skills GCSE Grade A*- C 4/9 or equivalent	A	E
2.	Achieved full HLTA qualification	A	D
3.	Relevant Level 3 Qualification e.g. <i>Specialist Support for Teaching and Learning in Schools</i>	A	D
4.	First Aid Qualification	A	D
5.	Training in specialist teaching skills related to Early Child Development / SLD / ASC.	A	D
Experience			
6.	Experience of working with relevant age groups within Early Years, Primary, Secondary and Post 16 setting	A, I, R	E
7.	Experience working with children/young people with SEND	A, I, R	E
8.	Demonstrate high expectations of children's achievements and behaviour	A, I, R	E
9.	Experience of working successfully and co-operatively as a member of a school team, understanding own and others' roles and responsibilities	A, I, R	E
10.	Experience of leading activities and promoting learning outcomes for children / young people with SEND	A, I, R	D
Skills/Abilities/Knowledge			
11.	Good understanding of early child development including play	A, I, R	E
12.	Commitment to active participation in the performance management process for self and support staff e.g. seeking opportunities to develop practice, research and promote new strategies, act on feedback given by line managers, give feedback to other colleagues to support their development	A, I, R	E
13.	Ability to communicate effectively in a variety of situations – verbal and written	A, I, R	E
14.	Ability to implement learning strategies for learners with SEND, including those who have behaviour support needs	A, I, R	E
15.	Ability to use ICT effectively to support learning and to contribute to assessment	A, I, R	E
16.	Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	A, I, R	E
17.	Ability to organise, lead and motivate a team	A, I, R	E

18.	Ability to relate well to children and adults including parents, professionals from other disciplines	A, I, R	E
19.	Experience of planning and running learning groups within a special needs school	A, I, R	D
20.	Specialist skills/training in curriculum or learning area e.g. Makaton, PECS, Intensive Interaction, Attention Autism, Early reading, TEACCH	A, I, R	E
21.	Commitment to promoting the safeguarding and wellbeing and inclusion of all learners	A, I, R	E
Additional Contractual Obligations			
22.	Willingness to actively participate in the wider life of the school	A/I/R	E