

## JOB PROFILE

### #RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



[www.rklt.co.uk/careers](http://www.rklt.co.uk/careers)



\*Red Kite Learning Trust is committed to supporting work-life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

<b>Job Title:</b>	Higher Level Teaching Assistant (HLTA)	<b>School/Department:</b>	Temple Learning Academy
<b>Salary Grade:</b>	S01 SCP 23 - 25	<b>Working Hours:</b>	Full time, 37 hours per week Monday - Friday
<b>Contract Type:</b>	Term Time Only + Training Days (39 weeks)	<b>Location:</b>	Leeds

**Responsible to: Assistant Principal - Inclusion**

#### Role summary:

The HLTA role forms an integral part of our wider inclusion and support framework, contributing directly to high-quality teaching, personalised intervention and the maintenance of a safe, structured learning environment.

The postholder will work collaboratively with teachers, pastoral teams and senior staff to support students with a range of needs, including those with Special Educational Needs and Disabilities (SEND), neurodiversity and Emotionally Based School Avoidance (EBSA). The HLTA will play a significant role in promoting student engagement, facilitating academic progress and supporting emotional wellbeing in alignment with whole-school policies and statutory requirements.

#### Special conditions of service:

No smoking policy, including e-cigarettes/vaping. Requirement to occasionally work outside of school hours and off school premises as required by the school.

#### Role specific responsibilities:

- Plan, prepare and deliver structured learning activities under the guidance and direction of a qualified teacher.
- Deliver targeted small-group and 1:1 interventions in reading, writing and mathematics.
- Support the delivery of Entry Level core qualifications.
- Assist in the delivery of Kings Trust, Introductory BTEC, Entry Level and GCSE programmes for students with moderate learning difficulties and social vulnerabilities.
- Adapt learning materials and resources to meet the needs of neurodivergent learners and students experiencing cognitive overload.
- Use assessment information to monitor student progress and provide timely feedback to teaching staff.



- Promote independent learning, resilience and self-management skills.
- Support students experiencing Emotionally Based School Avoidance (EBSA) to re-engage with learning and school routines.
- Implement personalised reintegration plans in collaboration with relevant staff.
- Liaise closely with pastoral teams, the Student Central Lead and families to ensure consistent, coordinated support.
- Monitor attendance, engagement and wellbeing of identified students and report concerns promptly.
- Work closely with the Assistant Principal (SENCO) and Student Central Lead to implement EHCP outcomes and SEND support plans.
- Apply a range of strategies to reduce anxiety, support emotional regulation and promote positive engagement.
- Contribute to review meetings, provision updates and associated documentation as required.
- Use positive behaviour-management approaches to promote engagement, resilience and safe conduct, adapting strategies to individual SEND needs.
- Contribute to the delivery of the APEK curriculum within the Learning Curve provision.
- Support students to access appropriate elements of the mainstream curriculum where suitable.
- Prepare differentiated and accessible resources aligned to individual learning needs.
- Promote and uphold positive behaviour in line with whole-school policies and expectations.
- Support safeguarding and child protection procedures at all times, maintaining a commitment to student safety and wellbeing.
- Contribute to the creation of a safe, nurturing and structured learning environment.
- Engage in relevant CPD and training to develop professional practice.
- To undertake supervision of pupils sitting internal and external examinations, as required, ensuring all examinations comply with current Exam Board Regulations.
- To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Principal.
- Participate in the schools' performance management scheme.
- Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs or organised school events and visits.

**All colleagues**, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

**RK People responsibilities:**

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.



# Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



## Our Trust Values



### Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



### Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



### Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

## Our Trust Goals



### We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



### We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



### We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



### We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



### We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

## PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Ability to relate well to, and work positively and effectively with, children and young people	*	
Has a passion for education and an active interest in children's learning and play	*	
Ability to challenge and motivate pupils, promote and reinforce self-esteem	*	
Ability to adopt confidentiality, discretion and judgement, communicating effectively with staff, students and parents	*	
Ability to manage pupil behaviour in a supportive and effective manner and understanding of individual children and young people's needs	*	
Ability to work constructively as part of a team, understanding roles and responsibilities and own position within these	*	
Self-motivated and hard-working colleague with the ability to maintain effective working relationships	*	
Able to communicate effectively using both written and verbal communication skills	*	
Willingness to be flexible and work to meet the best interests of the school, including working across the whole secondary age range	*	



Ability to use creativity to problem solve	*	
Committed to safeguarding and inclusion	*	
Willingness to participate in training, learning activities and performance development as required	*	
<b>Qualifications, Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>
HLTA Qualification (or working towards)	*	
Teaching Assistant L3 Qualification	*	
GCSE grade C or equivalent in English and Mathematics	*	
Competent IT skills	*	
Experience of working successfully with children and young people and with a wide range of Special Educational Needs, either in a paid or voluntary position	*	
Experience / knowledge in general subject matters such as English, Maths, Art, Music, Science and Sport	*	
Experience of leading whole-class sessions (required for HLTA level) and delivering evidenced based interventions and accelerated learning	*	
Working knowledge of a child's development and learning processes, understanding that all children have differing needs and knowledge of how to apply inclusive practice	*	
Knowledge of behaviour management techniques & child protection / health and safety policies & legislation	*	
Working knowledge of relevant policies, codes of practice, and legislation		*
Working knowledge of national curriculum and other relevant learning programmes/strategies	*	
Understanding of SEND and strategies to support diverse learners		*
Understanding the importance of exercising confidentiality and judgement within this role and how it relates to a school setting	*	
Current first aid qualification or willingness to undertake training	*	
<b>Safeguarding and Promoting the Welfare of Students</b>	<b>Essential</b>	<b>Desirable</b>
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

