

JOB DESCRIPTION



Post: Higher Level Teaching Assistant (HTLA)

Job Purpose

To provide high quality support for a secondary school student with Autism, ADHD, significant anxiety, and Dyslexia. The postholder will work both within mainstream lessons and during targeted out of class interventions to ensure the student can access learning, maintain emotional wellbeing, and work towards their EHCP outcomes.

The HTLA will model outstanding inclusive practice, contribute to the planning and delivery of adapted learning, and work collaboratively with teaching and pastoral teams. A strong ability to build secure, trusting relationships with neurodiverse young people is essential.

Key Duties and Responsibilities:

1. Student Support and Learning Development

- Provide consistent 1:1 support to the designated student across the school day, ensuring learning tasks, instructions, and expectations are accessible.
- Use Autism-, ADHD-, anxiety- and dyslexia-friendly strategies to reduce barriers to learning (e.g., visual prompts, scaffolding, chunking tasks, quiet workspaces).
- Support transitions between periods, classrooms, and social environments to minimise emotional distress and promote independence.
- Assist with emotional regulation through calm communication, co regulation strategies, and access to designated safe spaces.
- Encourage gradual independence through structured prompting, modelling, and developing metacognitive skills
- Deliver tailored interventions (e.g., literacy support, executive function coaching, social communication skills) under the direction of the SENCO.

2. Classroom Support and Curriculum Access

- Work collaboratively with class teachers to plan and prepare differentiated materials aligned with curriculum demands.
- Ensure resources are dyslexia-friendly (e.g., coloured overlays, accessible fonts, reduced text load).
- Support the student in developing organisational skills.
- Implement strategies to improve attention, reduce sensory overload, and support focus and engagement.
- Reinforce key lesson content, pre teach vocabulary, and support comprehension of complex instructions.

3. Communication and Relationship Building

- Establish a strong, trusting, and supportive relationship with the student, built on consistency, empathy, and clear boundaries.
- Liaise daily with teachers, pastoral staff, and the SEN team to share insights, adapt strategies, and ensure continuity of support.
- Attend professional meetings (including multi agency meetings, reviews, and parent meetings) as required.
- Act as a positive role model and coaching figure for the student, promoting self-confidence, resilience, and independence.

4. Monitoring, Record Keeping, and EHCP Support

- Maintain detailed records of intervention sessions, incident reports, progress indicators, emotional regulation notes, and any patterns of concern.
- Contribute to the preparation of evidence for annual reviews, statutory assessments, and school monitoring processes.
- Support the implementation and review of the student's EHCP outcomes, contributing observations and professional recommendations.
- Ensure confidentiality, data protection, and safeguarding compliance at all times.

5. Professional Conduct and Whole-School Responsibilities

- Maintain up-to-date knowledge of SEND legislation, Autism and ADHD strategies, trauma-informed practice, and relevant educational guidance.
- Participate in continuing professional development (CPD), including training delivered by external specialists and school-based programmes.
- Support the wider school community by modelling inclusive practice and promoting understanding of additional needs among peers and staff.
- Contribute to duties, supervision, and other responsibilities as required to support the school's daily functioning.
- Uphold the school's policies on safeguarding, behaviour, confidentiality, and equality at all times.

The key responsibilities and duties set out the area of work in which duties will generally be focused and gives an example of the type of duties that the post holder could be asked to carry out.

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the Headteacher/CEO.

PERSON SPECIFICATION

Essential Criteria

- Experience supporting children or young people with Autism, ADHD, anxiety, and/or dyslexia.
- Proven ability to form positive, supportive, and professional relationships with neurodiverse learners.
- Strong understanding of behaviour regulation, anxiety reduction strategies, and supportive communication.
- Ability to adapt learning materials to meet a range of needs.
- Excellent interpersonal skills—able to communicate effectively with staff, students, families, and external professionals.
- Strong organisational skills and the ability to work independently and as part of a team.
- GCSEs (or equivalent) in English and Maths; HLTA qualification or equivalent experience.
- Commitment to safeguarding and promoting the welfare of children.

Desirable Criteria

- Experience delivering targeted interventions or working in a specialist provision environment.
- Training in Autism, ADHD, dyslexia, trauma-informed practice, or mental health support.
- Understanding of sensory needs and sensory regulation strategies.
- Knowledge of secondary curriculum expectations and exam pressures.