

JOB DESCRIPTION

HIGHER LEVEL TEACHING ASSISTANT (HLTA)

BIRMINGHAM INDEPENDENT COLLEGE

Reporting to: Head of College

Location: Birmingham Independent College

Contract: Permanent, Term-Time Only

Working Pattern: Monday to Thursday (4 days)

Hours: 08:30 – 15:30

Salary: £18,018.00 - £20,748.00 pa (dependent upon qualifications and experience)

Job Purpose

The Higher Level Teaching Assistant (HLTA) plays a key role in supporting the delivery of outstanding education and therapeutic support for young people aged 14–25 with autism and associated learning disabilities.

Reporting directly to the Head of College, the HLTA will provide leadership and day-to-day supervision of Specialist Support Workers, ensuring high-quality, consistent support is delivered across the college. The postholder will coordinate interventions, support the implementation of Education, Health and Care Plans (EHCPs), contribute to quality assurance, and work collaboratively with teaching staff, therapists and external professionals to maximise student outcomes.

The HLTA will lead learning activities, supervise classes where appropriate and act as a role model for inclusive practice, helping to create a safe, nurturing and ambitious learning environment.

About Birmingham Independent College

BIC is an independent specialist college supporting young people aged 14–25 with autism who have multiple disabilities, including learners with complex needs, functional abilities, and high-performing students. Our ethos is clear: students are not defined by their disabilities, but supported to realise their potential.

At BIC we offer a broad and inclusive curriculum tailored to the diverse needs of our learners:

For those with more complex needs, we deliver an experiential, independence-focused curriculum that prioritises functionality, life skills, and meaningful engagement with the wider community. This pathway supports our learners in developing greater autonomy, confidence in everyday life and social integration.

Key Responsibilities

Leadership and Supervision

- Report directly to the Head of College, providing regular updates regarding student progress, operational matters and support provision.
- Provide day-to-day supervision, mentoring and professional guidance to Specialist Support Workers.
- Coordinate the deployment of support staff to ensure effective and responsive support throughout the college day.
- Lead daily briefings and debriefings with support staff.
- Support the induction, coaching and development of Specialist Support Workers.

- Monitor the quality of classroom support and interventions, providing constructive feedback and identifying training needs.
- Contribute to performance management processes by providing evidence and feedback on staff performance when requested.
- Promote consistently high standards of professional practice across the support team.

Teaching and Learning

- The planning of lessons and related materials for all complex needs students
- Support and advise staff with delivery of lessons for all complex needs students
- Deliver high-quality learning activities to individual students, small groups and whole classes.
- Lead learning sessions and supervise classes in accordance with HLTA standards when appropriate.
- Plan, deliver and evaluate targeted interventions that promote academic achievement, communication, emotional regulation, social development and independence.
- Adapt learning activities, teaching resources and classroom environments to meet individual learning needs.
- Model outstanding inclusive practice and support colleagues in implementing effective teaching strategies.
- Contribute to curriculum development and the continuous improvement of teaching and learning.
- Instigate and coordinate effective evaluation and monitoring that is evidence-based..

Student Support

- Support the planning, implementation, monitoring and review of Education, Health and Care Plans (EHCPs).
- Monitor, assess, record and report on student progress using agreed systems.
- Promote positive behaviour, emotional wellbeing and therapeutic approaches throughout the college.
- Support students in developing communication, independence, employability and Preparation for Adulthood outcomes.
- Encourage students to participate fully in learning, enrichment and community activities.
- Maintain high expectations whilst recognising individual strengths and barriers to learning.

Multi-Agency Working

- Work collaboratively with teachers, therapists, families, local authorities and other professionals.
- Attend review meetings, annual reviews and professional meetings as required.
- Maintain accurate, confidential and timely records in accordance with GDPR and college policies.

Safeguarding and Welfare

- Promote and safeguard the welfare of all students.
- Maintain professional curiosity and remain vigilant to safeguarding concerns.
- Report safeguarding concerns immediately in accordance with the College's Child Protection and Safeguarding Policy.
- Promote equality, diversity and inclusion throughout the college community.
- Ensure all practice complies with statutory guidance, including *Keeping Children Safe in Education (KCSIE)*.

General Responsibilities

- Participate fully in staff meetings, training and Continuing Professional Development (CPD).
- Maintain professional standards and confidentiality at all times.
- Undertake any other duties commensurate with the grade of the post as reasonably directed by the Head of College.

Person Specification

Essential

Qualifications

- HLTA Status or a recognised Level 4 qualification (or above) relevant to teaching and learning.
- GCSE English and Mathematics Grade 4 (C) or above (or equivalent).

Experience

- Minimum three years' experience within a UK school or specialist college supporting learners with SEND.
- Experience supervising, mentoring or coordinating support staff.
- Experience planning and delivering targeted lesson plans and interventions independently.
- Experience supporting learners with Education, Health and Care Plans (EHCPs).
- Experience working with autistic learners and young people with complex needs.

Knowledge

- Excellent understanding of autism, communication differences and inclusive teaching strategies.
- Knowledge of SEND legislation and statutory guidance.
- Understanding of trauma-informed and therapeutic approaches.
- Understanding of safeguarding responsibilities and Keeping Children Safe in Education (KCSIE).

Skills and Attributes

- Strong leadership and organisational skills.
- Excellent communication and interpersonal skills.
- Ability to motivate, mentor and develop colleagues.
- Excellent record-keeping and reporting skills.
- Ability to prioritise competing demands.
- Positive, flexible and solution-focused approach.
- Commitment to safeguarding, equality and inclusion.

Desirable

- Experience within an independent specialist school or college.
- Additional qualifications or training in Autism Spectrum Condition (ASC), Positive Behaviour Support (PBS), Team Teach (or equivalent), Makaton, PECS or Speech and Language interventions.
- Experience supporting learners with profound, multiple or complex learning difficulties, sensory processing needs and behaviours that challenge.
- Knowledge of Preparation for Adulthood pathways and supported independence programmes.

What We Offer

- A welcoming and supportive specialist college community.
- Opportunities for high-quality Continuing Professional Development.
- Specialist SEND and autism training.
- Supportive leadership committed to staff wellbeing.
- Opportunities to contribute to the ongoing development of an ambitious and innovative specialist college.
- A rewarding opportunity to positively influence the lives of young people with autism and additional needs.

Safeguarding

Birmingham Independent College is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The successful applicant will be required to undergo safer recruitment checks, including:

- Enhanced DBS check with Children's and Adults' Barred List checks.
- Verification of identity and right to work in the UK.
- Verification of qualifications and employment history.
- Satisfactory professional references.
- Online searches on shortlisted candidates in accordance with *Keeping Children Safe in Education (KCSIE)*.

References will normally be requested prior to interview as part of the College's safer recruitment procedures.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 (as amended in 2013 and 2020).

The duties contained within this job description are not exhaustive and may be amended following consultation to reflect the changing needs of Birmingham Independent College.