



Post Title	Higher Level Teaching Assistant (HLTA) – Enhanced Provision Curriculum (EPC)
Post Ref No.	LP038
Responsible To	Learning Provision Lead
Grade	Grade 8

Main Purpose	<ul style="list-style-type: none"> Deliver high-quality literacy and numeracy interventions, planned in partnership with the ALC/SEND team. Plan and deliver small-group and 1:1 sessions for EPC students in the Bungalow and other learning spaces. Plan, prepare and deliver learning activities under the direction of teachers and the EPC Lead. Adapt resources to meet the needs of students with SEMH and behavioural needs. Monitor student understanding and progress, providing feedback to teachers and EPC Lead. Support students to re-engage with learning through structured routines, clear expectations, and consistent strategies. Implement personalised SEMH support plans and behaviour regulation strategies. Build positive, emotionally-secure relationships with students. Use trauma-informed, restorative, and relational approaches to support dysregulation and reduce escalations. Support the development of students' self-regulation, resilience, and coping strategies. Promote a calm, structured learning environment aligned with CET and (The Whitehaven Academy) TWA behaviour expectations. Reviewing progress regularly with the EPC Lead, SENDCo, and pastoral colleagues.
Accountabilities	<ul style="list-style-type: none"> To fulfil the 33 HLTA standards to support teaching and learning maximising achievement and development. Provide consistent support using trauma-informed and relationship-based approaches to reduce dysregulation and promote positive behaviour. Model and reinforce the academy's behavioural expectations and CET values. Preparing students for successful return to mainstream lessons through targeted academic and SEMH work. Liaising with class teachers to ensure continuity of learning across EPC and mainstream curriculum. This role will be expected to undertake, as directed, one or all of the following: <ul style="list-style-type: none"> Provide specialist support to pupils with Social, Emotional and Mental Health needs Provide specialist support to pupils with learning behavioural, communication, Social sensory or physical difficulties. Provide specialist support to pupils where English is not their first language. Cover classes during staff absence as appropriate to skills. Reporting on progress as per whole school reporting policy To work alongside all senior roles within the Learning Provision and ALC teams to deliver and co-ordinate interventions which enhance the progress and learning of key skills including SEMH needs for students who have a wide range of special educational needs. Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety including risk assessments, security, confidentiality and data protection reporting any issues to a nominated person.



	<ul style="list-style-type: none"> • Encourage pupils to interact and work co-operatively with others, promote independence and employ strategies to recognise and reward self-reliance. • Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and Learning Passports and feed into annual reports as appropriate. • Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage students to take responsibility for their own behaviour • Attend parent evenings and meetings as appropriate.
Staff Management Responsibilities	<ul style="list-style-type: none"> • Some supervision of other staff, demonstrating own duties in particular specialist areas as required.
Support for the Academy	<ul style="list-style-type: none"> • To abide by the Duty of Care policies and procedures • To attend relevant INSET • Attend Staff Briefings/Meetings where appropriate. • Participate in training and other learning activities and performance development as required • Contribute to the overall ethos/work/aims of the academy • Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Other duties as required in support of the academy within the scope of this post.
ADDITIONAL INFORMATION	<ul style="list-style-type: none"> • Requirement for some out-of-school activity, an additional 2 weeks of out of term working to support specific activities or events as appropriate • It is the practice of this school periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school's aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to insist on changes to job descriptions after consultation. • All external appointments are subject to Cumbria Education Trust's standard probation periods and assessment
SAFEGUARDING	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>



Essential	Desirable
<ul style="list-style-type: none"> HLTA accredited status or QTS or willing to work towards this. A GCSE grade C or above (or equivalent) in English and Mathematics. 	<ul style="list-style-type: none"> Additional specialist qualification at Level 4 or above. Training in relevant strategies e.g. literacy, behaviour curriculum.
<ul style="list-style-type: none"> Good understanding of child development and learning processes. Full working knowledge of relevant policies/codes of practice/legislation. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Understanding of statutory frameworks related to teaching. 	<ul style="list-style-type: none"> Curriculum development and implementation.
<ul style="list-style-type: none"> Worked with children of relevant age. Experience of working with small groups of pupils to support their learning. Along with supporting evidence that this support has brought about improvements in achievement. Experience of working alongside staff to plan, resource and deliver high quality strategy interventions. Experience of whole class teaching covering absence / PPA as required or willingness to learn. A thorough understanding of Maths and English frameworks. 	<ul style="list-style-type: none"> Experience in working in another service to young people. Understanding of learning to learn agenda / Growth Mindset Experience of delivering ELSA specific intervention Experience supporting students with EBSA
<ul style="list-style-type: none"> Use of ICT to support learning. Ability to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge. Excellent interpersonal skills 	<ul style="list-style-type: none"> Technology – video/DVD, photocopier. Use of other equipment.

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