



Raleigh
EDUCATION TRUST

Higher Level Teaching Assistant (HLTA)
SEMH KS1

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POST	HLTA – SEMH KS1
Reports to	Assistant Principal – Curriculum
Salary range	£32,597 - £35,412 FTE per annum (£29,475.08 - £32,020.47 actual per annum)
Contract type	Permanent, Term time plus two weeks
Hours	37 Hours per week

The role in a nutshell

To lead and support the delivery of a nurturing, structured, and engaging curriculum for KS1 pupils whose primary need is SEMH and who are working at an EYFS developmental stage. The HLTA will play a key role in facilitating continuous provision, supporting emotional regulation, and enabling pupils to access learning through play-based and experiential approaches.

The candidate

The ideal candidate will have or can demonstrate a commitment to undertake professional development. You will need:

- HLTA status or equivalent experience
- Training in SEMH, trauma-informed practice, or attachment-aware approaches
- Understanding of EYFS framework and continuous provision
- Behaviour management approaches (e.g. Team Teach, de-escalation)
- Safeguarding and child protection training
- SEND Code of Practice awareness

We welcome applications from everyone who believes they meet the expectations of the role regardless of age, gender, ethnicity, sexual orientation, faith, or disability. To ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension scheme, health assured programme with access to mental health, financial and family support (EAP) and the Cycle Scheme salary sacrifice. You will also receive Mental Health First Aid Training.

We prioritise your professional growth with annual training and development opportunities, training bursaries are available upon request.

General duties and responsibilities

The role seeks an outstanding practitioner who is prepared to be flexible in their approach to working in order to meet the needs of our pupils.

Role Overview	- To work with teachers and the wider team to plan and deliver learning - To adapt provision to meet developmental and emotional needs - To support engagement, behaviour, and emotional regulation - To maintain a safe, structured, and nurturing environment - To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher in accordance with The Education (Specified Work & Registration) (England) Regulations 2003.
Key accountabilities	- To deliver high-quality EYFS-based learning experiences - To support emotional regulation and readiness to learn - To model positive behaviour and interactions - To contribute to planning and assessment - To maintain an inclusive and supportive environment - To deliver the curriculum/when required or in the absence of the teacher. - To work with children as part of a team under the overall direction of the Principal.
Support for the pupil	- To build consistent and trusting relationships - To support emotional regulation and social development - To facilitate access to continuous provision - To adapt learning to meet SEMH and developmental needs - To promote independence, resilience, and self-esteem - To implement behaviour support plans consistently - To always prioritise pupil safety and reporting any safeguarding concerns appropriately. - To provide support to pupils with sensory and/or physical needs to enable them to maximise learning. - To provide support to pupils where English is not their first language. - To support the personal care of pupils when required.
Support for the teacher	- To collaborate in planning and adapting provision - To lead small group or whole-class sessions where appropriate - To provide feedback on pupil progress and wellbeing - To support assessment and observations - To contribute to EHCP targets and provision
Support for the curriculum	- To deliver play-based, experiential learning - To plan and maintain engaging continuous provision areas - To ensure learning is accessible and relevant - To embed communication, language, and social opportunities - To support cross-curricular learning - To adapt delivery based on pupil engagement

Support for the school	• To uphold the school's ethos of nurture and inclusion • To follow safeguarding, behaviour, and SEND policies • To work collaboratively with staff and professionals • To communicate effectively with colleagues and families • To contribute to a positive school environment • To engage in ongoing professional development
Trust responsibilities	• Support and uphold the Trust's ethos, values, policies and procedures • Apply and adhere to the Trust's Code of Conduct • Act with professionalism and integrity at all times, promoting the Trust's values • Comply with any reasonable request from the Principal to undertake work of a similar level or commensurate with the role / level of responsibility • Comply with Data Protection legislation and follow the principles of GDPR • Promote a commitment to equal opportunities and anti-discriminatory practice adhering to the Trust's and Academies EDI policies • Promote a work environment that protects people's health and safety and welfare in accordance with the Trust's Health and Safety Policy

N.B. The expectations in this job description are relevant to the core duties and responsibilities of a HLTA at this level.

All staff are expected to maintain high standards of customer care in the context of the Trust's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

Person Specification

You should be able to demonstrate that you meet the following criteria	Measured by A - Application form B - Assessment task C - Interview D - References	
Education and Qualifications	Required	Assessment
Hold a recognised qualification or above as listed on page 3.	Essential	A
Have GCSE English and Maths (Grade 4/C or above)	Essential	A
Knowledge		
Demonstrate understanding of SEMH needs and impact on learning	Essential	A
Knowledge of EYFS framework and child development	Desirable	A C D
To understand trauma-informed and attachment approaches	Desirable	A C
Knowledge of stages of child development and individual needs.	Essential	A C D
Recognise behaviour as a form of communication	Essential	A C
Knowledge of Health and Safety and safeguarding policies, procedures and protocols.	Essential	A C D
Knowledge of social, emotional and mental health settings and characteristics.	Desirable	A C
Understand safeguarding procedures	Essential	A C D
Awareness of the SEND Code of Practice	Desirable	A C
Skills		
Well-developed communication skills, both orally and in writing.	Essential	A C D
Ability to contribute to the management of pupil behaviour.	Essential	A C D
Ability to establish positive relationships with pupils, families, colleagues and agencies.	Essential	A C D
Understanding and awareness of individual needs and ability to adjust communication methods accordingly.	Essential	A C D
Ability to plan, prepare and deliver a lesson under direction from a teacher.	Essential	A C D
Ability to implement programmes planned with colleagues and/or other professionals/agencies.	Essential	A C D
Ability to assist with transition between both phases both inside and outside of school.	Essential	A C D
Ability to organise classroom resources and maintain records.	Essential	A C D
Understanding and awareness of individual needs and ability to adjust communication methods accordingly.	Essential	A C D
Relevant experience		
Experience of working within an education setting or equivalent.	Essential	A B C D
Experience within EYFS or early developmental stages and delivering play-based or continuous provision	Essential	A B C D
Experience of planning and delivering learning activities for group and individual need.	Essential	A B C D
Evidence of work with children and young people, including children with disabilities/special needs and from a range of backgrounds.	Essential	A B C D
Relevant experience of building positive relationships with all stakeholders.	Essential	A C D
Ability to innovatively use resources and materials, including ICT software and equipment.	Essential	A B C D
Understanding the role of parents/carers and the wider community in education.	Essential	A C D

Work to promote mutual respect and good relations		
Commitment to inclusive education.	Essential	A B C D
Awareness, understanding and commitment to the pursuit of equality of opportunity and a commitment to inclusive education.	Essential	A C D

About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application.

To complete the application process, you will need to complete the application form and associated documents through the portal which can be found at: <https://raleigheducationtrust.facebook.co.uk/vacancies>

Only candidates requested for an interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure for employees who have substantial access to children and young people. It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.