High Grange

Higher-Learning Teaching Assistant (HLTA)

Job Specification
Job Title: *HLTA*
Reports to: *Principal/Headteacher*
Type of Position: *Full Time (37.5 hours per week)*
Salary: *Starting from £28,099.50 per annum*
Deadline: *Monday 23rd November 2026*
Interview: *Interviews to be held Wednesday 25th November 2026*

About High Grange School
High Grange School is a specialist independent school for children and young people aged 5–19 with a primary diagnosis of autism. The school has been specifically designed to meet the needs of children and young people with autism and associated communication, sensory, emotional and behavioural needs.

Our environment provides the security, structure and predictability in which pupils can learn, develop and grow towards becoming as independent as possible. Through our ACE ethos, Adaptive Thinking, Communication and Emotional Wellbeing we combine ambitious educational opportunities with individualised support, helping pupils develop the skills and confidence they need for their next steps.

Education, pastoral and therapy colleagues work closely together to understand each pupil and provide a consistent, supportive and trauma-informed approach.

Job Purpose
The Higher-Level Teaching Assistant will contribute to the quality of education and support at High Grange School through three connected areas of responsibility: teaching lessons, supporting pupils as a Teaching Assistant, and leading and line managing an allocated group of Teaching Assistants.

The postholder will teach whole classes and groups, including taking responsibility for lessons when a teacher is absent. They will interpret and adapt supplied planning (if appropriate) prepare appropriate resources, direct classroom staff and assess pupils' understanding to maintain continuity of learning.

Line management is a substantial part of the role. The postholder will set clear expectations, undertake supervision and performance management, support professional development and follow through on agreed actions. They will provide constructive feedback, support and challenge to help colleagues deliver consistently effective practice.

This is a role requiring initiative, sound judgement and the confidence to lead others while remaining actively involved in pupils' day-to-day education and care.

Main Responsibilities

Leadership and Line Management

- Line manage an allocated group of Teaching Assistants, providing regular guidance, support and professional challenge.
- Conduct supervision and performance management meetings in accordance with school procedures.
- Set clear expectations, agree meaningful development priorities and review progress against agreed actions.
- Recognise effective practice and address concerns promptly, sensitively and professionally.
- Maintain accurate records of meetings, objectives, development needs and follow-up actions.
- Support the induction and development of new colleagues, modelling effective classroom practice and professional conduct.
- Identify training needs and work with relevant leaders to arrange appropriate development opportunities.
- Support colleagues in understanding and implementing pupils' individual plans and agreed approaches.
- Communicate relevant concerns to senior leaders and seek advice where matters require further oversight.
- Promote a positive team culture built on accountability, collaboration and high expectations.

Teaching and Lesson Cover

- Teach whole classes and groups as directed, including covering lessons when teachers are absent through sickness or other commitments.
- Take responsibility for the organisation and delivery of allocated lessons, maintaining clear routines and purposeful learning.
- Interpret and deliver supplied planning and cover work, adapting activities to pupils' needs, understanding and engagement.
- Prepare or adapt teaching resources and, where required, develop suitable learning activities within agreed curriculum plans.
- Establish clear learning intentions and check pupils' understanding throughout lessons.
- Direct Teaching Assistants effectively so that classroom support is purposeful and promotes pupils' independence.
- Use appropriate strategies to support communication, emotional regulation and participation.
- Record learning and progress, providing clear feedback to the class or subject teacher.
- Work flexibly across agreed classes and subject areas, including responding positively to cover requirements at short notice.

Teaching Assistant Responsibilities

- Work alongside teachers to support individual pupils, small groups and whole classes.
- Help pupils access learning through appropriate adaptation, explanation, modelling and encouragement.
- Promote independence by providing the level of support pupils need while enabling them to develop their own skills.

- Support pupils' communication, social interaction, emotional wellbeing and engagement.
- Prepare resources and help maintain an organised, accessible and purposeful learning environment.
- Support pupils during transitions, breaks, educational visits and other activities as required.
- Contribute observations and information to support teachers' planning and assessment.
- Carry out agreed pastoral and key worker responsibilities where allocated.

Individualised Provision and Pupil Progress

- Develop a clear understanding of pupils' strengths, interests, needs and barriers to learning.
- Implement agreed strategies from Education, Health and Care Plans, individual support plans and multidisciplinary recommendations.
- Contribute to pupils' ACE targets and wider individual outcomes.
- Work closely with teachers, pastoral colleagues and the multidisciplinary team to ensure consistent approaches.
- Monitor pupils' responses to support and share relevant information about progress, engagement or emerging concerns.
- Contribute to reviews and meetings as required, providing accurate observations and evidence.
- Ensure that pupils' views and communication preferences inform day-to-day practice.

Behaviour, Regulation and Learning Environment

- Model a calm, consistent and trauma-informed approach.
- Build trusting relationships while maintaining clear boundaries and high expectations.
- Recognise early signs of distress or dysregulation and respond using agreed strategies.
- Implement individual behaviour support and risk management plans consistently.
- Help colleagues understand the communication, sensory and emotional needs that may underlie pupils' behaviour.
- Support pupils to develop strategies for regulation, problem-solving and successful participation.
- Maintain accurate records and contribute to reflection following incidents.
- Follow school procedures and use only approaches for which they are appropriately trained.

Communication and Partnership working

- Communicate clearly and professionally with pupils, colleagues, families and external professionals.
- Share relevant information promptly through agreed school systems.
- Work collaboratively with class and subject teachers to maintain continuity between teaching, cover and classroom support.
- Contribute constructively to staff meetings, handovers and pupil discussions.
- Ensure communication with families remains within agreed responsibilities and school arrangements.
- Maintain confidentiality and appropriate professional boundaries.

Safeguarding

- Take responsibility for safeguarding and promoting the welfare of children and young people.
- Understand and follow the school's safeguarding and child protection procedures.
- Recognise, record and report concerns promptly through the appropriate channels.
- Maintain professional boundaries and model safe working practices.
- Complete required safeguarding training and act on updates to school procedures.

Professional Responsibilities

- Uphold the school's ethos, policies and professional expectations.

- Demonstrate reliability, punctuality and accountability.
- Participate fully in supervision, appraisal and continuing professional development.
- Seek and act on feedback to improve their teaching, support and leadership practice.
- Manage competing responsibilities effectively and communicate when priorities require clarification.
- Contribute to the wider life of the school and undertake other reasonable duties appropriate to the role.

Person Specification

Qualifications and Professional Development

Essential
- A Level 3 Teaching Assistant qualification or an existing HLTA qualification/status.
- A willingness to work towards an appropriate HLTA qualification/status if not already held.
- A commitment to continuing professional development, including teaching, SEND practice and leadership.

Desirable
- An existing HLTA qualification/status.
- GCSE English and Mathematics at grade 4/C or above, or equivalent.
- Relevant training in line management, coaching or mentoring.
- Training in trauma-informed practice, PACE or approaches to emotional regulation.
- A current first aid qualification.
- Relevant Team Teach training.

Experience

Essential
- Experience of supporting children and young people with autism and associated needs.
- Experience of leading learning activities or teaching lessons to classes or groups.
- Experience of supervising, guiding or supporting the development of colleagues.
- Experience of implementing individualised approaches to learning, communication and behaviour.

Desirable
- Experience of formally line managing Teaching Assistants or other support staff.
- Experience of conducting supervision, appraisal or performance management meetings.
- Experience of covering teacher absence and adapting supplied lesson planning.
- Experience of teaching or supporting learning in Key Stages 1 and 2.
- Experience of supporting pupils who are deaf or have hearing impairments.

Knowledge and Skills

Essential
- The ability to teach whole classes and groups confidently within agreed school arrangements.
- The ability to interpret and adapt lesson plans, prepare resources and check pupils' understanding.

- The ability to carry out Teaching Assistant responsibilities effectively alongside teaching and leadership duties.
- An understanding of autism and how communication, sensory and emotional needs can affect learning and participation.
- Effective classroom management and a calm, proactive approach to supporting regulation.
- The ability to direct classroom staff and explain clearly how support should be provided.
- The confidence to set expectations, provide constructive feedback and address concerns professionally.
- The ability to conduct structured supervision and appraisal meetings and maintain accurate records.
- Strong organisational skills and the ability to prioritise competing responsibilities.
- Clear, accurate and professional spoken and written communication.
- The ability to record pupil progress and communicate useful information to teachers.
- Confidence in using computers, interactive whiteboards and digital learning platforms.
- An understanding of safeguarding responsibilities and professional boundaries.
- The ability to collaborate effectively with education, pastoral and therapy colleagues.

Desirable

- Knowledge of a range of academic and vocational subject areas.
- Experience of using Google Classroom.

Personal Qualities

Essential

- A commitment to improving outcomes for children and young people with SEND.
- Confidence in leading others and accepting responsibility and accountability.
- Patience, empathy and a calm, consistent manner.
- A proactive, flexible and solution-focused approach.
- Reliability, punctuality and professionalism.
- The ability to remain composed under pressure and respond constructively to changing priorities.
- A willingness to teach lessons at short notice and maintain continuity for pupils.
- High expectations of pupils and colleagues, alongside sensitivity to individual needs.
- A reflective approach and willingness to seek, receive and act on feedback.
- The ability to encourage and enable pupils and colleagues to reach their potential.

Review of Job Description

This job description reflects the principal responsibilities of the role at the date of issue. It will be reviewed with the postholder as the school's needs and structure develop. Any material change to the purpose or scope of the role will be discussed with the postholder through the appropriate process.