



South Hampstead

*High School*

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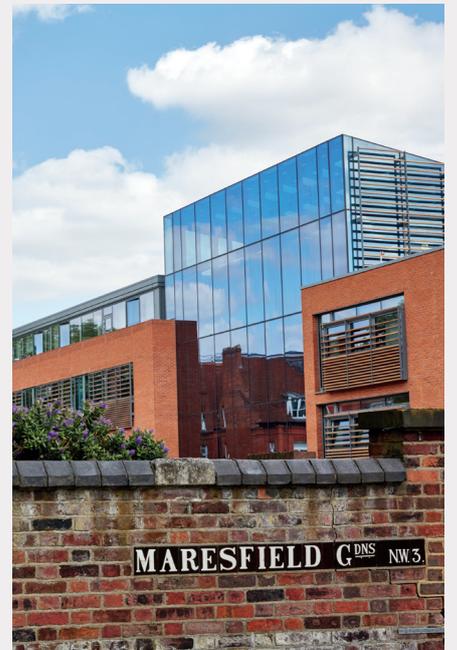
GDST

JOB APPLICATION INFORMATION

# Highter Level Teaching Assistant - SEND

PART TIME (4 DAYS PER WEEK,, TERM TIME ONLY

START DATE SEPTEMBER 2025



South Hampstead High School, the 2022 Independent Girls' School of the Year, is a day school with upwards of 950 pupils, welcoming girls aged 4 to 18 from across London. It is a very popular school and entry is competitive at all ages. Established in 1876, South Hampstead is one of 25 schools and academies belonging to the Girls' Day School Trust. Located in leafy Hampstead, with the buzz of central London's cultural life close at hand, the school is very well served by public transport and there is a wealth of amenities on the doorstep.

Excellent academic results place us comfortably amongst the country's top schools, and our pupils leave us for some of the most prestigious universities in the country and worldwide – but there is so much more to an education here than the girls' headline achievements. Pupils go on to become prize-winning authors, ground-breaking scientists, passionate campaigners, successful entrepreneurs, distinguished lawyers and trailblazing creatives.

Working at South Hampstead is stimulating, challenging and fun. Pupils are intelligent and inquisitive, energetic and engaging. We offer competitive salaries, generous employee benefits and a warm, supportive environment, with a strong emphasis on Continuous Professional Development. For teaching staff, there is support to engage with leading educational research and opportunities for sabbaticals.

#### THE GIRLS' DAY SCHOOL TRUST

South Hampstead High School was the ninth school to be established by the Girls' Day School Trust (GDST) in 1876.

Today, the GDST is the leading network of independent girls' schools in the UK.

Since its foundation in 1872, the GDST has been at the forefront of education for girls and a strong voice in promoting opportunities for young women. Through the Alumnae Network, this continues after the girls leave school.

*“When I first stepped through the doors here, I knew that it was a very special place to be – the wonderful atmosphere, dedicated staff and energetic girls, who are such a pleasure to teach.”*

— South Hampstead Teacher

## AIMS & ETHOS

At South Hampstead we believe that education should be a truly enriching experience. We believe in the power of knowledge as a tool for thought and creative endeavour, and a source of lifelong inspiration and curiosity. Our values are Aspiration, Creativity, Kindness, Courage and Commitment.

In and out of the classroom, we want our pupils to explore the big questions; debate and discussion lie at the very heart of a South Hampstead education. We aim to create abundant opportunities for creative output and to encourage pupils to take risks. In our teaching, we do what we know works and put research and reflection at the heart of our professional development. Teaching is a noble profession and our staff are central to our success.

We aim to provide outstanding breadth of opportunity in our curricular and co-curricular programme and to open our pupils' minds to a myriad of possibilities. We believe that involvement in school life is a key factor in our pupils' happiness. But it's not just about taking part; we aim to instil in pupils a sense of purpose, pride and determination and the belief that they can compete on the biggest of stages.

We aim to create a warm, tolerant and kind community where girls can be themselves and make friends for life. We want them to play their part in our community and in the community beyond South Hampstead. The 21st century is a time of unique opportunities and challenges; we have a critical role to play in preparing our young women to live and thrive, work and lead in tomorrow's world.

## ACADEMIC LIFE

South Hampstead follows a curriculum that equips each girl with the means to develop her intellectual abilities as well as her personal and social values. Students are able to explore a deep and expansive body of knowledge, and to discover their strengths and interests via a broad, balanced range of academic, cultural and aesthetic subjects.

Pupils are intelligent, inquisitive, confident, energetic and talented. The programme of work helps to ensure that each girl is thoroughly prepared for the next stage in her life, whether it is transition into the Senior School, higher education or adulthood.

South Hampstead students love to learn. The store we set by the power of ideas is evident in the quality of the conversation, both inside and outside the classroom.

Our teaching is known for its rigour and its passion. In-depth subject knowledge and expertise are given for all our teachers, but equally important is an innate ability to inspire the very best from each student, both as scholars and as individuals. With a colourful mosaic of enrichment opportunities available – academic societies, national competitions, leadership roles, independent learning projects, incredible speakers and exciting trips – every girl has the freedom to direct her learning and to flourish. Our ambition each year is that our pupils leave us as assured, adaptable, inspired individuals, ready to make their mark on the world and lead happy, successful lives.

The curriculum is designed to provide a secure and imaginative basis for academic progress at each key stage of a pupil's development. Our intention is that all our girls will develop their own enthusiasms and initiatives within a broad educational framework. The curriculum aims to provide our pupils with a rich experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It is designed to provide stimulation and subject matter appropriate for the ages and aptitudes of pupils. The teaching and learning environment is challenging but very fulfilling. The students are intelligent, inquisitive, confident, energetic and talented.

In Years 7, 8 and 9 the girls follow a full core curriculum, with Latin in all three years, one Modern Foreign language (MFL) in Year 7 and a second MFL added in Year 8. Drama, Art, Technology, ICT, PHSEE and PE also form part of the programme. All girls currently study ten subjects to GCSE, including English Language, English Literature, Mathematics, one MFL and Science.

The curriculum throughout the school is such that all the girls have excellent opportunities to learn and make progress in their academic studies and personal development.

*“Throughout the school, pupils are highly motivated, articulate and have strongly developed skills for learning... they are self-aware, reflective and show initiative.”*

— ISI Report

## PASTORAL CARE

Our school is lit up by the attributes that matter most here – aspiration, creativity, courage, kindness and commitment.

At South Hampstead we aim to encourage every girl to discover her own aspirations and to run her own race with regards to her progress and achievements. Under our unique co-tutor system, form tutors are responsible for only a dozen pupils throughout the Senior School. They make sure every girl is thriving: supported, making good progress and feeling fully involved in school life.

Mistakes are learned from and successes are shared: each girl is encouraged to consider how she engages with feedback and to communicate her own strengths. There's plenty of experience on hand from older pupils: buddies and peer mentors provide a friendly face and practical advice, and a fun programme of intra-house activities regularly mixes the year groups, creating a real sense of togetherness and community.

Our programme of PSHEE (Personal, Social, Health and Economic Education) prepares girls to go out into the world with confidence, inner strength and high self-esteem, ready to face challenges. There are also regular evening talks for parents, often reflecting the topics taught in class and as well as other issues on the minds of parents. We have a full-time nurse and counselling provision – it's completely normal for girls to sign up for sessions on any issue they like, completely free from any stigma. We understand how to educate girls, setting the feminist agenda and guiding well-rounded, well-grounded individuals to be the female leaders of the future.

## BEYOND THE CURRICULUM

We are proud to be a busy, buzzy school with a lot going on. Each week there are well over 100 co-curricular activities for the girls to get involved in, before, during and after school. Regular guest speakers, a comprehensive enrichment programme, local and international trips, leadership opportunities and charitable endeavours combine to provide an exceptional range of experiences beyond the classroom.

South Hampstead has a well-established reputation in the creative arts. We welcome writers, poets and artists in residence and put on

ambitious concerts and performances. Speaking up and speaking out are encouraged from the earliest years: we have an in-house debating coach and a strong track record in a range of public speaking competitions.

We have a great tradition of high achievement in the creative arts. Whether in Music, Drama, Art or Design and Technology, our girls are successful both in school and outside. There are many opportunities for them to perform and to exhibit their creative work throughout the school.

Music is at the very heart of school life, with a variety of major events each year and a host of smaller-scale concerts involving our many choirs, bands, ensembles and orchestras. It is our aim that every girl who comes to South Hampstead High School, regardless of her experience, accomplishment and aspirations, will have the opportunity, and every encouragement, to flourish as a musician.

Drama is packed with opportunities for all students to be involved both on stage and behind the scenes. There are many productions each year in both the Junior and Senior School, in which girls are encouraged to take an active part. We also provide film making opportunities, master class workshops with external practitioners and our Sixth Form Drama Scholars perform at the Edinburgh Fringe.

In Art, girls are encouraged to experiment and take risks while working within a fine arts framework. Students work with a range of media including textiles and sculpture. They also acquire skills in areas such as photography, filmmaking and animation.

Design and Technology is varied and very hands-on. Our older girls are regular award-winners in a number of competitions such as the RSA Pupil Design Awards and Arkwright Engineering Scholarships.

Evidence of the talent we have here is displayed all around the school – paintings, sketches, photographs, sculptures and design projects that were created by our students are always on view.

In Sport, girls have the opportunity to participate in a wide range of activities, both as part of a team and as an individual, during regular lessons at our four-acre sports ground and in the gymnasium, or as part of our co-curricular programme. We currently offer a total of 20 different sports and in excess of 60 sporting clubs across the Junior and Senior Schools. There are regular overseas sport and music tours and overseas expeditions, as well as the more usual school visits at home and abroad. In the Senior School, girls typically spend three hours a week in Sport; in the Junior School, at least two hours. Specialist coaches work with the girls on occasion, and there is a Going for Gold programme and Sports Scholarships for our most talented sportswomen.

The 4 acres of playing fields, squash courts and dance studio are 10 minutes' walk away. Our aim is to cultivate a positive attitude towards recreational and competitive sport, developing the skills and team spirit needed for a lifetime enjoyment of sport.

# The Role

We are seeking a warm, enthusiastic, and highly motivated Higher Level Teaching Assistant (HLTA) with SEND expertise to join our dedicated team supporting both Junior and Senior school pupils. This role is integral to our SEND department, offering vital support to students with additional needs and ensuring they fully access our broad and challenging curriculum.

This is a part-time, 4 days per week, term-time only position working closely with the SENDCo and teaching staff to provide tailored intervention and personalised learning support.

Term-time only salary: £19,115 per annum (£31,000 FTE)

Grade: Support staff grade 3 pay band

Start date: September 2025

## *Main Responsibilities*

### **TEACHING AND LEARNING (GROUPS OF STUDENTS)**

- Support groups of pupils with Special Educational Needs and Disabilities (SEND) as directed by the SENDCo, helping to implement targeted support and learning strategies.
- Foster a caring, inclusive, and respectful learning environment that promotes self-esteem, independence, and positive behaviour within the group setting.
- Develop a strong understanding of the academic, emotional, behavioural, medical, and physical needs of pupils in the group, and adapt support accordingly to ensure effective learning.
- Implement appropriate intervention strategies for groups of pupils, ensuring all are supported in their progress and accessing the curriculum effectively.
- Enhance teaching and learning by reinforcing concepts and instructions introduced by the teacher, and facilitating group activities that support differentiated learning.
- Prepare, adapt, and maintain group learning resources, ensuring pupils know how to use them effectively during lessons and interventions.
- Provide feedback to pupils in line with the school's feedback and assessment policy, including verbal feedback and occasional marking of short tasks.
- Support learning outside the classroom by accompanying groups of pupils on educational visits and actively engaging in related learning activities.
- Work closely with class teachers to align group support with curriculum goals and individual education plans (IEPs), ensuring continuity and progression.
- Use a range of approaches to present information in an accessible way for groups of SEND pupils, using visuals, simplified language, or sensory resources where needed.
- Stay informed of weekly planning and upcoming learning objectives to prepare and tailor group support sessions effectively.
- Contribute to collaborative planning and review meetings, sharing insights on group progress and behaviour to support ongoing assessment and planning.
- Assist in the implementation and monitoring of education plans for pupils in the group, ensuring learning targets are addressed through planned activities.
- Maintain accurate and up-to-date group records by observing and recording pupil progress and assisting with documentation in accordance with school procedures.
- Maintaining a collaborative and collegial approach with all members of staff.

### **PASTORAL**

- Support the School's ethos by promoting high standards of pastoral care.
- Liaise with the class teacher on the implementation of appropriate strategies to ensure that pupils receive appropriate pastoral support.
- Support the development of pupils' emotional and social skills, in line with the School's ethos and relevant policies.
- To ensure that there are high expectations for pupil behaviour and that the behaviour policy is used to address any issues in a consistent and constructive way.
- Administer first aid, ensuring correct systems are used and appropriate procedures are followed.
- Undertake safeguarding training and adopt a proactive approach in keeping pupils safe, in line with the relevant policies and procedures.

### **MANAGEMENT OF RESOURCES**

- Ensure that classroom resources are maintained effectively and available as required.
- Support the teacher with the preparation and creation of attractive and interactive learning displays.
- Support the teacher with the preparation of resources in advance of the lesson (within employed hours), in order to ensure that the learning resources required are effective and accessible in order to achieve the learning outcomes.

### **TRAINING & DEVELOPMENT OF SELF AND OTHERS**

- To participate in training activities and sessions offered by the school and other external agencies in order to further relevant knowledge and skills.
- To participate fully in any process of appraisal or performance review.

### **GENERAL**

Adhering to the policies of the school and the GDST, as published in the Staff handbook and the GDST Hub as amended from time to time, in particular policies relating to the safeguarding of children.  
Main Areas of Responsibility

## SUPPORTING THE WORK OF THE GDST

Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST Schools and support other staff in participating in GDST work, in order to develop and share best practice.

All school staff are expected to:

- Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
- Maintain high professional standards of attendance, punctuality, appearance, and conduct. Demonstrate positive and courteous relations with students, colleagues, parents and any external personnel.
- Adhere to school and GDST policies, as amended from time to time, and as set out in GDST Council Regulations, ORACLE and GDST circulars.
- Contribute towards organising, participating in or delivering on the school's programme of extra-curricular activities.
- In accordance with GDST policy, provide cover for absent colleagues by supervising and so far as is practicable, teaching pupils.
- Participate in meetings at the school which relate to the curriculum or the administration or organisation of the school, including pastoral arrangements, or for any purpose as reasonably decided by the Head.
- Carry out lunchtime duties – supervising pupils at lunch, as reasonable.
- Attend all relevant parents' meetings, which may take place in the evening.
- Support pupils and colleagues by attending some school productions, functions, trips and events as appropriate, and contributing, where possible, to the wider life of the school.
- Carry out such other associated duties as are reasonably assigned by the Head.

## APPLICATION PROCEDURE

Please apply online [here](#).

Closing date is Monday 30th June 2025 at 9am.

The School may also conduct online searches (including publicly available social media searches) as part of our recruitment processes.

Applications will be reviewed as they are received, and suitable candidates may be invited to interview before the published interview date. We reserve the right to close this vacancy early if we receive sufficient applications for the position or if an offer is made and accepted. We recommend that applications are submitted early to avoid disappointment.

It is the post-holder's responsibility to promote and safeguard the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact. You will adhere to and always ensure compliance with the school's Child Protection Policy Statement. If while carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, s/he must report any concerns to the school's Designated Safeguarding Lead (Deputy Head) or to the Head.

The GDST is committed to diversity, inclusion and real change: a family where every individual is valued, respected and included.

The GDST is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

## QUALIFICATIONS

HLTA qualification or equivalent SEND experience	Essential
First aid qualification or willingness to obtain first aid qualification.	Essential
A good standard of education (GCSE / equivalent), particularly in English and Mathematics	Essential
Willingness to participate in further training and developmental opportunities offered	Essential

## PERSONAL SKILLS

Ability to work both independently and collaboratively within a busy school environment	Essential
Excellent communication, interpersonal, and organisational skills	Essential
Ability to demonstrate active listening skills	Essential
Ability to use language and other communication skills	Essential
Ability to empathise with the needs of children	Essential
Ability to adapt strategies, taking into account the needs of the individual child	Essential

## KNOWLEDGE BASE

Strong understanding of differentiated teaching, intervention techniques, and behaviour management	Essential
Knowledge of the use of basic technology i.e. photocopier, Microsoft word, use of iPad, outlook for email	Essential
Knowledge of specific SEND needs such as ASD, ADHD, or dyslexia	Desirable
Familiarity with current SEND legislation and best practice	Desirable
Knowledge of National Curriculum requirements for the age of the pupils	Desirable

## EXPERIENCE

Proven experience working with SEND pupils, ideally within a senior or all-through school. - Essential	Essential
Experience in an academically selective or high-achieving school. - Desirable	Desirable
Demonstrable evidence of experience in supporting children in a learning environment - Desirable	
Experience of preparing resources to promote learning - Desirable	Desirable
Experience of supporting teachers to create a welcoming and well organised learning environment - Desirable	Desirable

## ATTITUDE/APPROACH

Willingness to be professionally discreet and to maintain confidentiality on all school matters	Essential
Willingness to adopt a flexible approach to all directed tasks	Essential
Willingness to work as part of a team	Essential
Willingness to attend occasional school events that fall outside of usual working hours	Essential
Willingness to attend residential trips	Desirable