

Complex Needs Higher Level Teaching Assistant

Dependant on experience, FTE Grade 5, Point 15 (£32,931.00) to Grade 5, Point 16 (£33,417.00), actual salary £11,074.95 to £11,238.39 (Outer London), Cash Health Plan + Harris Benefits.

Fixed term contract from 1st September 2025 until 14th February 2026, 2 days per week (15 hours), term time only.

We are seeking to appoint a Complex Needs HLTA to work within our high performing Academy. This is an ideal position for a **highly experienced and specialist SEN practitioner with substantial experience of planning, resourcing and delivering bespoke SEMH interventions as well as working in an advisory capacity with teaching staff**. This is **not** suitable for practitioners who have not already planned, resourced and delivered bespoke SEMH interventions or who have used only 'off the shelf' intervention resources.

Harris City Academy Crystal Palace is a mixed Academy for 1,300 students aged 11-18, with a large sixth form of nearly 400 students. The Academy has four consecutive Outstanding judgments by Ofsted, with the most recent inspection in 2025 finding the Academy to be Outstanding in every category. We are a consistently high performing school. Our motto, 'All Can Achieve' encapsulates our vision that all members of the Academy community are supported and encouraged to achieve their absolute potential. We believe that a well-supported and valued staff body is the key to our success.

We are the 'Teaching School Hub' for Croydon and Sutton, and we are able to offer all teachers an extensive programme of first-class professional development. Harris City Academy Crystal Palace is part of the Harris Federation, and this enables us to offer you a comprehensive induction programme and training and development opportunities to support your career development including Masters and other qualifications.

We welcome applicants at any point in their career and are open to full consideration of part time and job share requests. Harris City Academy Crystal Palace is committed to safeguarding and promoting the welfare of children. Successful applicants will be required to undertake an Enhanced Disclosure by the DBS (Disclosure & Barring Services).

To arrange a confidential discussion with the Principal or a visit to the Academy please contact Tracey Harrison, PA to the Principal HarrisonT@harriscrystalpalace.org.uk

For details on the closing date, please consult the advert on our website. Interviews will be held on receipt of successful applications, therefore you are encouraged to apply early.

References will be taken up for all candidates shortlisted for interview. Only shortlisted candidates will be contacted. The successful candidate will be subject to an enhanced DBS check.

Post Title **Complex Needs Higher Level Teaching Assistant**

Reporting To	SEN Consultant/SENCo
Liaising With	All relevant Faculty staff.
Disclosure Level	Enhanced DBS

Main/Core Duties

Job Purpose	<p>This role is about working with students, staff and other professionals to achieve the best outcomes for our students who have special educational needs and/or disabilities. It will particularly involve working with those students who have more complex needs in relation to ADHD and Autism. The focus is on delivering bespoke interventions with some follow up support working with teaching staff and the leadership team. You will need to:</p> <p>Support students by:</p> <ul style="list-style-type: none">• Independently developing bespoke intervention group plans supporting individual students to better understand their neurodiversity and to enable them to develop and apply a toolkit of personalised strategies to apply both within a group and wider academy context• Delivering high quality personalised interventions• Completing a half-yearly review process with the student and parent, which includes providing written reports to parents, in line with academy template and updating the APDR spreadsheet for interventions• Providing a framework of support to enable the growth and transference of skills developed within the intervention context into the classroom and wider academy context• liaise with parents as appropriate (such as telephone calls and review meetings) contributing to their positive engagement, advice and guidance• using behaviour management strategies consistently in line with strategies on student SEN Profiles or group profiles of need and academy policy and procedures to promote positive behaviour• lead and participate other enrichment activities that may be needed• supporting where needed, students to maintain a healthy lifestyle, for example in relation to their hygiene, first-aid, medical, physical and/or personal needs. This could include personal evacuation plans for students with a physical disability. <p>support teachers by:</p> <ul style="list-style-type: none">• role modelling for all staff how best to meet students’ needs, helping to create speech and language, SPLD and ASD friendly classrooms• actively working together with teachers implementing Quality First Teaching strategies and those strategies on student passports within the ‘Assess, Plan, Do, Review’ framework of the SEND Code of Practice (2014)• actively planning and working collaboratively with the class tutor if required• liaising with and across different subject teachers making sure that there is the sharing of best practice and ideas, developing an informed and consistent approach• helping the SENCO and leadership group to evaluate and improve provision for SEND• organising and facilitating advice clinics for staff in relation to particular students• liaising with relevant staff within the Academy making them aware of problems experienced by students and to make recommendations as to how these may be managed/resolved, as appropriate <p>support yourself by:</p> <ul style="list-style-type: none">• committing to improving your own practice through self-evaluation and reflection• adhering to the DFE Professional Standards for Teaching Assistants (2016) and HLTA Professional Standards (once qualified)• actively engaging in training, professional development and reading that develops expertise and knowledge, for example, in ADHD and autism• following academy policies consistently• being organised and keeping appropriate and quality records that will help you to share information quickly and accurately, for example in using academy computer/paper-based systems. <ul style="list-style-type: none">• undertake such other duties as may be required, commensurate with the responsibility of the post• undertake the role of a form tutor or co-tutor if required• go on visits and trips as required• engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term• attend meetings as required• promote equal opportunities and celebrate diversity in all aspects of the academy• play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example• support and attend academy events such as Open Evening, transition events• promote actively the academy’s corporate policies
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Academy Ethos, to:

- adhere to the academy's Dress Code
- comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding policies
- be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

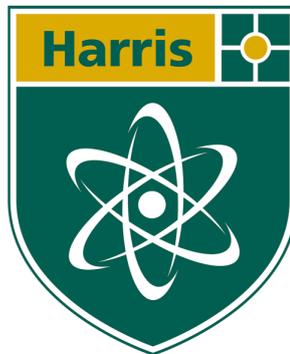
We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act (2018)
- 4) Safeguarding children

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Signature: _____

Date: _____



PERSONAL SPECIFICATION

	Essential	Desirable
Qualifications, Knowledge & Training	<ul style="list-style-type: none"> • A secure and up-to-date knowledge of SEND, in particular ADHD and Autism • Knowledge of the range of support and advice available to parents and students who have SEND, particularly those in bullet 1 • On-going training in relation to safeguarding and the additional vulnerabilities for students with SEND 	Additional SEN qualification
Experience	<ul style="list-style-type: none"> • Substantial experience planning, resourcing, delivering and reviewing bespoke SEMH interventions in particular for students with ADHD and autism • In creating successful strategies that engage students with SEMH, autism and ADHD • Working with and advising teachers to support students with SEMH, autism and ADHD • Of working with parents, agencies and professionals who support students with SEND and in particular SEMH, autism and ADHD • Of the Microsoft office software particularly Excel and Word 	
Personal Skills, Abilities & Qualities	<ul style="list-style-type: none"> • Motivation to want the best for SEND students and to go the extra mile for them • Strong level of interpersonal and communication skills, with a high standard of written and spoken English • Excellent organisational and time management skills, with the ability to prioritise tasks appropriately • Ability to reflect and self-improve, delivering excellence • Ability to remain calm and deal with challenging callers or visitors in an appropriate manner • Perseverance and resilience at all times, even when its hard • High level of attention to detail and accuracy of work • Can work flexibly and effectively as part of a team • Is resourceful and proactive, in particular where unexpected issues arise • can work effectively with a wide range of adults, challenging where necessary using tact and diplomacy • Ability to maintain confidentiality • Enthusiasm for and commitment to the achievement of the Academy/ Federation's overall vision/aims for success • Ability to build and sustain professional standards, relationships and personal boundaries with children and young people • Ability to contribute towards creating a safe environment 	

- Commitment to continuing professional development.

SAFER RECRUITMENT IN EDUCATION

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Policy Statement on the Recruitment of Ex-Offenders.

Information for Applicants

All applicants for all vacant posts will be provided with:

- A job description outlining the duties of the post, including safeguarding responsibilities.
- A person specification may also be provided and will include a specific reference to suitability to work with children.
- A Harris Federation Application form, and all applicants for employment will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role (in addition all applicants are required to account for any gaps or discrepancies in employment history).

CVs will not be accepted

Shortlisting and Reference Requests

References will be requested at the selection stage directly from the referee. They will be asked:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children;
- whether the referee has any reservations as to the candidate's suitability to work with children. If so, the Academy will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

Interviews

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

Pre-Employment Checks

All staff will require an enhanced DBS. Prohibition and Overseas checks will also be completed if necessary.