

Job Description: Higher Level Teaching Assistant (HLTA)

Orange Tree School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job title: Higher level teaching assistant (HLTA) with additional responsibilities for the right candidate.

Hours: 8:30am – 4pm (30 minutes for lunch 5 days per week.) 35 hours per week.

Contract type: Full-time

Reporting to: SENCO/Deputy SENCO

Purpose of the Role:

The purpose of the HLTA role is to enhance the quality of teaching, learning, and pastoral care across the school. The HLTA will work closely with class teachers to raise pupil attainment, support learning environments and resources, and deliver high-quality interventions. They will promote pupils' independence, confidence, and inclusion, providing individual and group support to ensure all students can access the curriculum and experience success.

The HLTA will lead study periods, cover lessons when staff are absent, and help coordinate the duties and responsibilities of LSAs to support consistency across the team. As a role model within the school, the HLTA will maintain high expectations, contribute to parent meetings and school documentation, and communicate effectively with staff, external professionals, and families. They will also serve as a form tutor where required, take part in duties and extracurricular activities, and contribute to creating a nurturing, holistic, and student-centred environment that reflects the school's ethos.

The Higher Level Teaching Assistant (HLTA) will support teaching, learning, and pastoral development across the school. Key responsibilities include:

Teaching and learning

- Work with class teachers to raise the learning and attainment of pupils, including those with SEND.
- Promote pupils' independence, self-esteem, social inclusion, and engagement.
- Provide support to pupils individually or in groups to help them access the curriculum, participate fully in learning, and experience achievement.
- Lead a form group and classes/lessons as directed.
- Plan, deliver, and timetable targeted interventions to support pupil progress.
- Co-ordinate LSA duties, cover, and responsibilities, including support during study periods.
- Organise and manage teaching spaces and resources to maintain a stimulating and safe learning environment.
- Use effective behaviour management strategies consistently in line with school policy.
- Observe pupil performance and report observations to class teachers or relevant departments.
- Develop strategy profiles for individual students and assist learners in meeting IEP and EHCP targets where appropriate.
- Support class teachers in maintaining good order and discipline, ensuring a positive and safe learning environment.
- Supervise classes when the teacher is temporarily unavailable.

- Direct and support the work of other adults in the classroom to enhance learning.
- Under supervision, assist in delivering and monitoring therapy programmes.
- Use ICT skills to support and advance pupil learning.
- Liaise with parents regarding absent pupils, provide strategic support for EBSA, and arrange collection when necessary.
- Undertake any other relevant duties as directed by the class teacher or line manager.
- Create a nurturing, holistic, and student-centred environment that fosters inclusion, resilience, and positive outcomes for all pupils.

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Prepare resources
- Plan and oversee study periods
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning, including extra-curricular activities
- Plan how they will support the inclusion of pupils in the learning activities
- Planning and preparing resources for support as directed by SENCO, Therapists and Teachers.
- Planning and delivery of intervention programmes and timetable overseen by SEN Department
- Support and contribute to student reports, annual reviews and IEPs.
- Planning study period structure and oversee implementation.

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- First point of contact Learning Support Assistants.
- As directed by therapy departments (and under therapy supervision) lead programmes.
- Weekly communication to parents /carers as directed by form tutor or SEN department
- Attend annual reviews

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents
- Be vigilant of individual needs of children in all aspects of safety (inclusive of suicidal ideation and self-harm)
- Update and share risk assessment with all staff
- Record relevant incidents of good practice or negative on the relevant school system

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Complete The HLTA training

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- Complete Safeguarding Training as directed
- Student Induction process and implementation of this process
- Support ongoing care/follow up following any safeguarding concerns.

Wider School Contribution

- Act as a role model for the therapeutic values of OTS, promoting kindness, empathy, and resilience.
- Contribute to whole-school wellbeing initiatives and pastoral care.
- Build strong, supportive relationships with pupils, families, and colleagues.
- Play an active role in the leadership team, helping to shape the school's growth and development.
- Take an active role in extracurricular and cross curriculum initiatives.
- Support the leadership team with the wider pastoral and personal development needs of the school.
- Undertake, and when required, deliver, or be part of the appraisal system, relevant training and professional development
- Provide cover for absent staff and to do regular duties.
- Undertake other various responsibilities as directed by the Head Teacher.

OTS Culture

- Support OTS values and ethos by contributing to the development and implementation of policies, practices and procedures.

- Help create a strong community, characterised by consistent, orderly behaviour and caring, respectful relationships.
- Help develop a small school/department culture and ethos that is utterly committed to achievement and well-being of all pupils.
- To be active in issues of student welfare and support.
- Support and work in collaboration with colleagues and other professionals in and beyond the school, covering lessons and providing other support as required.

The postholder will be required to follow school policies and the staff code of conduct.

Person specification

Qualifications and training	<p>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths.</p> <p>First-aid training, or willingness to complete it</p> <p>Willingness to complete relevant training as requested for example ELSA</p> <p>Willingness to complete regular CPD and other relevant training as requested</p> <p>Experience of working in SEN /SEMH setting</p> <p>HLTA Qualification</p>
Experience	<p>Experience working in a school environment or other educational setting</p> <p>Experience working with children / young people</p> <p>Experience planning and delivering learning activities</p> <p>Experience of planning and leading teaching and learning activities (under supervision)</p> <p>Experience of planning extra-curricular activities</p> <p>Planning and leading interventions</p>
Skills and knowledge	<p>Good literacy and numeracy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all pupils</p> <p>Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</p> <p>Excellent verbal communication skills</p> <p>Active listening skills</p> <p>The ability to remain calm in stressful situations</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Good ICT skills, particularly using ICT to support learning</p> <p>Understanding of roles and responsibilities within the classroom and whole school context</p> <p>Understanding of effective teaching methods</p> <p>Knowledge of how to successfully lead learning activities for a group or class of children</p> <p>Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</p> <p>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</p>
Personal qualities	<p>Enjoyment of working with children</p> <p>Sensitivity and understanding, to help build good relationships with pupils</p>

	<p>A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding pupil's wellbeing and equality</p> <p>Resilient, positive, forward looking and enthusiastic about making a difference</p> <p>Capacity to inspire, motivate and challenge children and young people</p>
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Notes:

This job description may be amended at any time in consultation with the postholder. The roles and duties listed within this document are subject to change and will be in line with the needs of the business.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the member of staff will carry out.

The postholder may be expected to undertake additional duties as directed by the Headteacher or line manager. These may include tasks beyond their specific subject area to support the wider needs of the school.

Signed: _____

Name: _____

Position: _____

Date: _____