

Caterham High School

Higher Level Teaching Assistant

Job Title: Higher Level Teaching Assistant: The Maple
Grade: LBR 6 SCP 18
Responsible to: Lead teachers and SENDCO
Hours: 35 hours per week/44.40 weeks per year
Date of Job Spec: October 2026

MAIN DUTIES AND RESPONSIBILITIES

To support students with SEND, including autism, by addressing their individual communication, interaction and learning needs. Working collaboratively with teachers and the wider Access & Inclusion Team, the postholder will promote students' independence, learning, communication, emotional wellbeing and social inclusion. The role includes delivering learning activities to individuals, small groups and, where appropriate, whole classes under the direction of a teacher, while contributing to a fully inclusive school environment.

Professional Values and Practice

- Demonstrate commitment to the school's inclusive ethos and support all students as required by the Access & Inclusion Department.
- Maintain high expectations of all students and promote their educational achievement.
- Respect and value students' social, cultural, linguistic, religious and ethnic backgrounds.
- Build and maintain positive, respectful and supportive relationships with students.
- Act as a positive role model, demonstrating the attitudes, values and behaviours expected of young people.
- Work collaboratively with colleagues, contributing to a positive team ethos and seeking advice and support when appropriate.
- Communicate effectively and sensitively with students, staff, parents, carers and external professionals.
- Recognise and value the contribution of parents and carers in supporting students' development and wellbeing.
- Reflect upon and develop professional practice through training, observation, feedback, appraisal and professional development opportunities.
- Attend meetings, reviews, training and performance management activities as required.

Specialist Knowledge and Understanding

- Maintain and develop specialist knowledge relating to SEND, particularly autism and communication and interaction needs.
- Understand the factors that affect students with SEND and use this knowledge to support progress, achievement and wellbeing.
- Understand the aims, content, teaching strategies and intended outcomes of lessons and their place within the wider curriculum.
- Maintain an awareness of age-related expectations, curriculum requirements, examination frameworks and assessment processes relevant to the students supported.

- Understand statutory frameworks relevant to the role, including SEND legislation, the SEND Code of Practice, safeguarding requirements and disability legislation.
- Understand how wider frameworks supporting the development and wellbeing of children and young people impact professional practice.
- Use ICT effectively to support learning, communication, administration and record keeping.

Teaching, Learning and Curriculum Support

- Deliver planned learning activities to individuals, small groups and whole classes under the guidance of teaching staff.
- Support the planning, preparation, adaptation and evaluation of learning activities and resources.
- Contribute to personalised learning programmes, EHCP outcomes, Individual Development Plans and review processes.
- Support teachers in assessing student needs, progress and attainment.
- Devise and implement structured learning activities that motivate students, support inclusion and promote progress.
- Adapt teaching approaches and resources to meet a wide range of learning needs, interests and abilities.
- Promote effective access to the curriculum and encourage increasing levels of independence.
- Support students in a variety of learning environments, including occasions when the assigned teacher is not present.
- Use ICT and assistive technologies to enhance teaching and learning.
- Organise and manage learning activities, teaching spaces and resources safely and effectively.

Student Support, Wellbeing and Behaviour

- Develop positive relationships that support students' learning, emotional wellbeing and personal development.
- Support communication, social interaction, emotional regulation and self-confidence.
- Implement positive behaviour support strategies in line with school policies and procedures.
- Promote a purposeful, safe and inclusive learning environment.
- Challenge discrimination, stereotypical views, bullying and harassment in accordance with school policies.
- Support students to develop independence, resilience and self-advocacy skills. Assist students with mobility, eating, dressing, hygiene and personal care needs where required, while promoting dignity and independence.
- Administer medication in accordance with agreed healthcare plans, school procedures and relevant training.

Inclusion, Preparation for Adulthood and Enrichment

- Promote independence, life skills and preparation for adulthood.
- Encourage participation in all aspects of school life and the wider school community.
- Support educational visits, enrichment activities, community learning opportunities and out-of-school experiences.
- Support students' successful transition into Caterham High School and between phases of education as required.
- Contribute to planning opportunities that enable students to learn and thrive beyond the classroom.

Physical Education, Swimming and Educational Visits

- Support students in PE, swimming, outdoor learning and enrichment activities.
- Enter the swimming pool when required to support student safety, participation and learning.
- Assist with changing routines and personal care associated with swimming and physical activities.
- Follow risk assessments, health and safety procedures and safeguarding requirements at all times.
- Support students to participate confidently and safely in physical and outdoor activities.

Partnership Working

- Work collaboratively with teachers, support staff, therapists and external professionals.
- Liaise with relevant staff and professionals to share information and ensure effective provision for students.
- Attend and contribute to meetings, reviews and planning discussions as appropriate.
- Develop and maintain positive relationships with parents and carers.
- Provide guidance and support to other teaching assistants where requested by the SENDCo, Assistant Headteacher or line manager.

Monitoring Progress and Assessment

- Monitor students' participation, engagement and responses to learning activities.
- Modify support strategies in response to students' needs and progress.
- Record, maintain and contribute to the analysis of student progress and achievement.
- Provide constructive feedback to students and relevant information to teaching staff and other professionals.
- Contribute to ongoing assessment processes and the evaluation of intervention programmes.

Other Duties

To attend relevant training/CPD sessions, inset days and twilights sessions and continue professional development as directed or required by AHT Inclusion

- To take an active role in Department reviews with external agencies, including Ofsted, the Local Authority
- To carry out all duties and responsibilities with due regard to the organisation's existing policies, such as child protection, health and safety, equal opportunities, and data protection
- To play a full part in the life of the school community, to support its ethos and values, and to encourage staff and students to follow this example
- To actively and positively engage in the performance management process
- To be welcoming and courteous to all visitors to the school, and when representing the school in the wider community or within the scope of the role
- To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post

Equal Opportunities

The School is committed to achieving equality of opportunity in its service provision and amongst the workforce. All employees are, therefore, expected to understand, comply with and promote the School's policies in this respect and, in particular, take care not to commit any acts of unlawful discrimination.

Health & Safety

The postholder shall ensure that the duties of the post are undertaken with due regard to the Council's, the Education, Children's Services & Leisure Department's, and the School's Health & Safety Policy statements. They shall also have regard to their personal responsibilities under the provisions of the Health & Safety at Work Act 1974 and all other relevant legislation. They should, therefore, ensure that they familiarise themselves with these documents.

In general, all staff are required to take due care for their own safety and the safety of their fellow employees at all times.

Safeguarding of Children and Young People

All schools in Redbridge are committed to safeguarding and promoting the welfare of children and young people and anyone applying to work in our schools is expected to share this commitment.

I have read, understood and accept the above job description.

Last review date: October 2026

Next review date: October 2027

Headteacher's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Person Specification: The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understand of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Qualifications and Training, EXPERIENCE AND KNOWLEDGE	Essential	Desirable
GCSE Grade 4/C or above in English and Mathematics.	x	
HLTA qualification or equivalent experience.	x	
Commitment to ongoing professional development	x	
Relevant SEND qualifications or training.		x
Autism-specific training.		x
First Aid qualification		x
Experience working with children or young people in an educational setting.	x	
Experience supporting pupils with SEND.	x	
Experience delivering learning activities to individuals and small groups	x	
Experience working in an ARP, specialist provision or special school.		
Experience supporting PE, swimming or educational visits.		
SKILLS	Essential	Desirable

Understanding of SEND and inclusive practice.	x	
Understanding of EHCPs and personalised learning.	x	
Strong communication, organisational and ICT skills.	x	
Ability to support personal care where required.	x	
Ability and willingness to support students in PE and swimming activities.	x	
Knowledge of autism-specific teaching strategies.		x
Understanding of preparation for adulthood outcomes		x
PERSONAL ATTRIBUTES	Essential	Desirable
Commitment to achieving the best outcomes for students.	x	
Positive, flexible and resilient approach.	x	
Excellent teamwork and interpersonal skills.	x	
Professional integrity and reliability.	x	
Commitment to safeguarding and promoting the welfare of children and young people.		
Ability to meet the physical demands of the post, including supporting PE, swimming, educational visits and community learning.	x	
Willingness to enter the swimming pool when required to support students.		x
Commitment to safeguarding and promoting the welfare of children and young people.	x	