



Higher Level Teaching Assistant

Job Description, 2025

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Job title:	Higher Level Teaching Assistant (HLTA)	Line manage:	Specialist Teaching Assistants
Job band:	4	Team:	TreeHouse School
Hours:	8.30am – 4.35pm		

Approved by: Executive Principal

Updated: June 2025

Role Purpose

Our HLTA undertake a wide variety of roles but are mainly focussed on contribution to and delivery of high-quality learning and teaching. This role complements the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This includes working with identified curriculums and supporting specific subjects, helping with lesson planning, developing learning resources, delivery of lessons and supporting the assessment of learning.

HLTA will at times be the lead practitioner in the class delivering whole class teaching without the assigned teacher present. They therefore work with pupils, teachers and other adults inside and outside the classroom, participate in professional meetings and work collaboratively to identify, agree and implement interventions and strategies with a range of professionals. They have wider responsibilities such as supervision roles and in supporting extra-curricular activities such as educational visits and may support recording and reporting of pupil outcomes.

To ensure a high standard of delivery, to maintain the role profile with integrity and consistency we aim for Hto have or be able to evidence / work towards demonstrating the professional standards for HLTA status.

Job description

To demonstrate the professional attributes for the role	
1	Have high expectations and commitment to autistic children and young people with a range of learning complexities and preferred learning styles.
2	Ability to establish fair, respectful, trusting, supportive and constructive relationships with autistic children and young people with learning disabilities.
3	Ability to identify, model and demonstrate positive values and attitudes expected from pupils and teams.
4	Ability to communicate effectively with colleagues and pupils (engaging with a range of communication modes).
5	Ability to communicate with commitment to collaborative and cooperative working with stakeholders (colleagues, parents and carers) for a range of purposes.
6	Ability to recognise and respect the contribution that parents and carers make to the development and wellbeing of their children / young people. Willingness to support coproduction.
7	Willingness to improve own knowledge and practice, responding to and providing advice and feedback.
8	Is committed to our Ambitious Approach and treating pupils with dignity, respect and compassion at all times.

To demonstrate the professional knowledge and understanding for the role:	
9	Has the relevant qualifications, knowledge, skills and appetite to evidence / achieve HLTA professional standards.
10	Can develop sufficient understanding and expertise to support the development, learning and progress of children and young people and understands the key factors / barriers that affect autistic pupils learning and progressing.
11	Can contribute to effective personalisation – planning and intervention strategies for autistic pupils with learning disabilities.
12	Understands the school curriculum across the ranges of the pupils and understands the objectives, content and intended outcomes for learning activities.
13	Can identify and plan pupil access to the curriculum working with a range of specialist colleagues to do so.
14	Supports the development and well-being of pupils and understands how this impacts on learning and their practice.
15	Uses ICT to support learning and professional activities related to the role.
16	
16	Works collaboratively with a class / subject teacher / Allied health Professionals to ensure effective planned preparation of learning activities & interventions towards EHCP outcomes.
17	Is able to support devising clearly structured activities that interest and motivate pupils and advance learning.
18	Is able to take and model a leadership role in learning activities (under teacher guidance but with ability to effectively lead a class and team for identified periods of time).
19	Ability, willingness and flexibility to plan and deliver learning activities for a range of pupils across a range of ages / phases and at differing stages of development (from early developmental to those moving into formal pathways).
20	
20	Ability to monitor pupils' responses to activities and modify approaches accordingly.
21	Ability to monitor pupils progress and ability to provide focused feedback / support to other staff supporting.
22	Has knowledge and skills to support the evaluation of pupils' progress using a range of assessment techniques and assessment methods.
23	Can contribute to maintaining and analysing records of pupils' progress using a range of methods (digital, photographic, video, case studies, reporting against assessment frameworks).
24	
24	Ability to use and model effective strategies that promote positive behaviour with a focus on recognising behaviours as a communication and reducing physical interventions.
25	Ability to recognise and respond appropriately to situations that challenge equality of opportunity.
26	Ability to identify and support digital needs of pupils to advance communication / learning / engagement.
27	Can lead, support and model effective working with individuals.
28	Can lead, support and model effective working with small groups.
29	Can lead, support and model effective working with whole classes without the presence of the assigned teacher.
30	Can lead, support and model effective management of pupils to keep pupils safe / safeguard.
31	Can lead, support and model effective working across a range of pupils for other adults who are supporting learning.

Person specification

Role and band competencies	Essential
Specific knowledge, experience and technical skills	
Qualifications	
1. HLTA status and/or ability to evidence HLTA Standards	X
2. Level 2 (or equivalent) Literacy and Numeracy	X
3. GCSE or higher	X
Experience	
4. Experience of working with autistic pupils with learning disabilities	X
5. Experience of working to EHCP outcomes	X
6. Experience of working collaboratively with a range of education, health, therapy and care colleagues	X
7. Experience and understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children and young people	X
Professional attributes	
8. Able to evidence pupil progress / outcomes from personal input	X
9. Ability to evidence personal impact on pupil progress / outcomes from modelling / support of other staff	X
10. Proven ability to communicate with range of stakeholders in a SEND provision	X
11. Evidence of maintaining professional curiosity and professional development to support great learning and teaching of pupils	X
Professional knowledge and understanding	
12. Can evidence understanding of the key factors / barriers that affect autistic pupils learning and progressing and effective personalisation to support towards outcomes	X
13. Can evidence understanding of what a good quality of education is	X
14. Can evidence understanding of relevant curriculums / specialist curriculum and interventions to meet range of needs	X
15. Can evidence the use of digital technologies for a range of purposes to positive outcomes	X
16. Can evidence modelling and managing behaviours positively	X
Professional skills	
17. Ability to plan and deliver sequenced lessons across a range of ages, needs and complexities both under teacher guidance and independently of it	X
18. Ability to contribute to, maintain and analyse pupils progress for a range of purposes	X
19. Ability to adapt learning and teaching to suit pupil needs	X
20. Is able to lead, support and model effective learning and teaching / strategies and interventions across a broad range of needs and learning styles	X
21. Able to lead, manage and improve outcomes by reflection, supervision and feedback to a class team	X

How to apply

Stage	Timescale
Closing date for applications	6 th of July
Candidates informed of outcome of application	8 th of July
Interviews (these will be conducted in the school)	11 th , 14 th and 15 th of July

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact

Recruitment Officer - Education Services – 02088155159

mayub@ambitiousaboutautism.org.uk

Equal opportunities monitoring

Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check.



Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions. We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

Contact us

TreeHouse School

The Pears National Centre for Autism Education
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🌐 treehouseschool.org.uk

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Ambitious about Autism is a registered charity in England and Wales: 1063184 and a registered company: 3375255.

How to find us

Public transport

We're a short walk or bus ride away from Highgate and East Finchley Tube stations. Both are on the High Barnet branch of the Northern line. Bus routes 43 and 134 run nearby from Highgate Tube and routes 102 and 234 from East Finchley Tube.

Travelling by car

Parking is available on our premises if there is space available. Cars should be parked in designated spaces only.

