

## **Job Description: Higher Level Teaching Assistant (HLTA) / HLTA Apprentice**

**Location:** The King's School, Canterbury

**Department:** Learning Enhancement

**Reports to:** Director of Learning Enhancement

**Contract Type:** Full-time, Term Time Only (33 Weeks)

**Start Date:** September 2025

### **Purpose of Role:**

The King's School, Canterbury is seeking to appoint a compassionate, capable, and well-organised Higher Level Teaching Assistant (HLTA) or HLTA Apprentice to join our Learning Enhancement Department. The successful candidate will play a vital role in supporting students with Special Educational Needs and Disabilities (SEND).

We would also welcome applications from individuals seeking to train as an HLTA. The school is able to offer a structured apprenticeship pathway towards an HLTA qualification, including high-quality on-the-job training and ongoing mentoring from experienced staff. This is an excellent opportunity to gain experience in a leading independent boarding school while developing professional expertise in SEND provision.

### **Key Responsibilities:**

- Provide one-to-one and small group academic support to pupils, both inside and outside the classroom, with a particular focus on SEND learners.
- Assist in the development, implementation, and review of Individualised Education Plans (IEPs).
- Monitor and evaluate pupil progress against learning targets using a range of assessment and feedback tools.
- Support the development of pupils' literacy, numeracy and communication/interaction skills.
- Promote a nurturing, inclusive, and aspirational learning environment, where a key aim is to develop confident and independent learners.
- Contribute to Saturday academic provision in the Learning Enhancement Hub.

- Assist teachers with the adaptation of class materials to suit individual needs and help to promote curriculum accessibility in our classrooms.
- Take part in broader aspects of school life including pastoral and co-curricular duties (boarding, tutoring, etc.) as directed.
- Assist with departmental admin where needed.

## **Person Specification**

### **Essential:**

- Experience working in a SEND-focused role.
- Strong literacy and numeracy skills (minimum GCSE English and Maths at Grade C/4 or above).
- A compassionate and empathetic approach towards young people.
- Excellent interpersonal and organisational skills.
- Confidence working with pupils one-to-one and in small groups.
- Flexibility to support Saturday academic sessions and participate in boarding duties.
- Training undertaken for Specific Learning Difficulties such as dyslexia and/or dyscalculia, or other key areas of need - or a willingness to undertake training, with a view to run interventions or carry out screenings.

### **Desirable:**

- A relevant Level 3 or 4 Teaching Assistant or SEND qualification.
- A degree (preferable but not essential).
- Familiarity with assessment and progress monitoring tools for SEND learners.

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## **HLTA Apprentice Development Plan (if applicable)**

We are committed to supporting the professional growth of an HLTA apprentice through a structured training plan, including:

### **Year 1:**

- Enrolment on a recognised Level 4 HLTA qualification with a national training provider.

- Weekly mentoring and progress meetings with the SENDCo.
- Observation and co-delivery of learning support sessions.
- Introduction to SEND strategies, classroom management, and pupil support frameworks.

**Year 2 (subject to progress):**

- Greater responsibility for leading targeted intervention sessions.
- Participation in reviewing and writing IEPs.
- Continued development in key areas of need: cognition and learning, communication/interaction, semh and sensory/physical needs.
- Expanded involvement in boarding and co-curricular activities.

**TRAINING**

The post holder is encouraged to undertake training relevant to the responsibilities above or related functions. The cost of this training and reasonable expenses, which must be approved in advance by the Head of Department and the Bursar, will be borne by the School.

**CHILD PROTECTION**

The postholder is expected to demonstrate an understanding of and commitment to, the safeguarding and welfare of children and young people. The school has clear safeguarding and Child Protection policies and procedures in place which the postholder must comply with at all times.

**May 2025**