



Job Description: HLTA

Job Title:	Higher Learning Teaching Assistant (HLTA)
Salary:	Actual £24,800 - £26,800 / FTE £29,990 - £32,409
Location:	
Hours of Work:	Monday - Friday 8:15-16:00 – Term Time
Line Manager:	Head of School
How to apply:	www.firststepseducation.uk/apply
Contact Details:	0330 118 0974

Job Purpose

The Higher Level Teaching Assistant (HLTA) plays a key role in supporting teaching and learning across the school by working in close partnership with teachers and senior leaders to raise student achievement and promote inclusion. The HLTA takes responsibility for leading learning activities, including planning, delivering, and assessing lessons for individuals, small groups, and whole classes when required, including covering lessons in the absence of a teacher.

The role involves supporting students with a range of needs, including SEMH and SEN, by removing barriers to learning, promoting positive behaviour, and fostering independence, resilience, and engagement. The HLTA uses their knowledge and experience to adapt teaching strategies, resources, and interventions to meet the diverse needs of learners.

The HLTA contributes to the planning, implementation, and evaluation of personalised learning and support programmes, including EHCP targets and intervention plans. They monitor and assess student progress, providing detailed feedback to teachers to inform future teaching and learning.

Working collaboratively with staff, families, and external professionals, the HLTA helps create a safe, inclusive, and purposeful learning environment. Through their leadership, initiative, and professional expertise, they ensure continuity of learning and support high-quality educational provision across the school.

Safeguarding

Here at First Steps Together, we are committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why – as part of the selection process – we will conduct all the necessary checks to ensure you do not pose any risk of harm in your role here. Join us and you will be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy.

If ever there is a concern or issue, you will be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

1. Supporting Students

- Build and maintain positive, professional relationships with students to support their academic, social, and emotional development.
- Promote inclusion by supporting students with a wide range of needs, including SEMH and SEN, to access learning and achieve their potential.
- Implement and contribute to the review of personalised support plans, including EHCPs, behaviour plans, and intervention programmes.
- Use advanced behaviour management strategies to maintain a calm, safe, and purposeful learning environment and effectively de-escalate incidents.
- Promote independence, resilience, and self-regulation through high expectations and consistent support.
- Provide constructive and developmental feedback to students on their learning and progress.

2. Leading Teaching and Learning

- Plan, prepare, and deliver learning activities for individuals, small groups, and whole classes in accordance with school policies and curriculum frameworks.
- Take responsibility for covering lessons in the absence of a teacher, ensuring continuity of learning and maintaining high expectations for behaviour and engagement.
- Assess, monitor, and record student progress, using this information to adapt teaching and inform future planning.
- Differentiate learning activities and adapt resources to meet the needs of all learners.
- Deliver and evaluate targeted interventions, assessing their impact on student progress and wellbeing.
- Support the development of pupils' literacy, numeracy, and wider learning skills across the curriculum.

3. Supporting Teaching Staff and Curriculum Delivery

- Work collaboratively with teachers to plan, develop, and review learning activities and strategies.
- Contribute to curriculum delivery by supporting the design and adaptation of resources and learning programmes.
- Provide feedback to teachers on student progress, attainment, and behaviour to support assessment and reporting.
- Support consistency in behaviour management and teaching approaches across the school.
- Model effective practice and provide guidance or informal support to other support staff where appropriate.

4. Supporting the School

- Safeguard and promote the welfare of all students in line with statutory guidance and school policies.
- Contribute to a positive, inclusive, and safe school environment.
- Attend and actively participate in staff meetings, training, and professional development opportunities.
- Supervise students at key times, including before and after school, breaktimes, and lunchtimes as required.
- Support the organisation and supervision of trips, visits, and off-site activities.
- Work collaboratively with families and, where appropriate, external agencies to support student outcomes.
- Undertake additional responsibilities commensurate with the role as directed by senior leaders to support the effective running of the school.

Person Specification

Qualifications & Training

Essential:

- Good standard of general education, including GCSE (or equivalent) in English and Maths
- HLTA status or equivalent qualification/experience at Level 4 or above
- Evidence of relevant and ongoing professional development
- Training in safeguarding and child protection

Desirable:

- Additional training in curriculum areas (e.g. literacy, numeracy)
- Training in behaviour management, SEMH support, or de-escalation strategies
- First Aid qualification

Experience

Essential:

- Substantial experience working with children or young people in an educational setting
- Experience planning, delivering, and assessing learning activities for groups of pupils
- Experience covering lessons or leading whole-class learning
- Experience supporting students with additional needs, including SEN and SEMH
- Experience delivering and evaluating targeted interventions

Desirable:

- Experience contributing to curriculum planning
- Experience supporting or mentoring other support staff

- Experience working with parents/carers and/or external agencies
- Experience contributing to EHCPs and personalised learning plans

Knowledge & Understanding

Essential:

- Secure understanding of the national curriculum and how children learn
- Strong knowledge of inclusive practice and meeting the needs of students with SEN/SEMH
- Understanding of assessment for learning and how to monitor and track progress
- Strong understanding of behaviour management strategies, including proactive and restorative approaches
- Secure knowledge of safeguarding, child development, and statutory guidance

Desirable:

- Knowledge of intervention programmes and their impact on progress
- Understanding of EHCP processes and provision mapping
- Familiarity with school systems (e.g. MIS systems, Evidence for Learning, behaviour tracking)

Skills & Abilities

Essential:

- Ability to plan, prepare, and deliver lessons to individuals, small groups, and whole classes
- Ability to assess, record, and report on pupil progress and use this to inform teaching
- Strong behaviour management skills, including the ability to manage whole-class behaviour effectively
- Ability to differentiate and adapt teaching to meet a range of learning needs
- Excellent communication skills, both written and verbal, with the ability to engage pupils, staff, and families
- Ability to work independently and use initiative, demonstrating sound judgement
- Strong organisational skills and the ability to manage competing priorities
- Competent IT skills to support teaching, learning, and assessment

Desirable:

- Ability to lead initiatives or areas of provision (e.g. interventions, wellbeing)
- Ability to model best practice and support the development of other staff
- Confidence in using a range of digital tools to enhance teaching and learning

Personal Qualities

Essential:

- Passionate about supporting all students to achieve their full potential
- Resilient, calm, and adaptable, particularly in challenging situations
- Strong commitment to inclusion, equality, and high expectations
- Professional, reliable, and able to maintain appropriate boundaries
- Reflective practitioner committed to continuous improvement
- Positive and collaborative approach to teamwork

Desirable:

- Proactive, solution-focused mindset
- Willingness to take on leadership within the support staff team

Safeguarding

Essential:

- Strong commitment to safeguarding and promoting the welfare of children and young people
- Secure understanding of safeguarding procedures, including recognising, recording, and reporting concerns
- Ability to maintain confidentiality and professional boundaries at all times
- Ability to record safeguarding concerns accurately and promptly using agreed systems
- Willingness to work closely with the Designated Safeguarding Lead and follow statutory guidance and school procedures

What We Offer

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

Review

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.