

Werneth Primary School Job Description

Higher Level Teaching Assistant (HLTA) – SEND

Purpose of the Role:

To work as part of the SEND team to deliver high-quality teaching and learning experiences tailored to the individual needs of pupils with Special Educational Needs and Disabilities (SEND). The HLTA SEND will take a lead role in planning, preparing and delivering structured learning activities within the SEND provision, under the direction and supervision of the SENCO and/or class teacher. This role includes monitoring and assessing pupils' progress, maintaining records, and providing detailed feedback to support the development of personalised learning approaches.

The HLTA SEND will play a key role in:

- Creating and maintaining a supportive, inclusive and structured environment that enables pupils with a range of complex needs to thrive.
- Leading small group and individual interventions that support pupils' academic, social, emotional and sensory development.
- Supporting positive behaviour and emotional regulation through consistent routines, tailored resources, and strong relationships.
- Liaising effectively with class teachers, therapists, and other professionals to ensure holistic and coordinated support for each pupil.
- Overseeing the day-to-day running of the SEND room, ensuring it is well-organised, well-resourced, and responsive to the changing needs of pupils.

To contribute to the development of a strong, effective school with a focus on inclusion and personalised learning. The HLTA SEND will promote a culture of educational excellence within a caring and secure environment, underpinned by the values of discipline, empathy, and mutual respect—fostering strong links between the SEND provision, the wider school community, and families.

Summary of Main Duties and Responsibilities:

KEY TASKS – Support for Pupils

- Provide outstanding support to enable pupils with additional needs including those with SEN to play a full and active part in the life of the school and to make outstanding progress in their learning.
- Support pupils in their educational and social development.
- Motivate and encourage pupils.
- Assess the needs of pupils and used detailed knowledge and specialist skills to support pupil learning.
- Promote inclusion and acceptance of pupils.
- Encourage pupils to interact with others and work cooperatively with others and engage pupils in activities.

- Promote independence, employing strategies to recognise and reward achievement of self-reliance.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Develop and implement individual learning plans.
- Provide written and verbal feedback to pupils in relation to progress and achievement.

KEY TASKS – Support for Teachers

- Organise and manage appropriate learning and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, including marking work at the end of a session.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans and any other additional plans etc.

KEY TASKS – Support for the School

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil learning styles and responses/needs.
- Deliver local and national learning strategies (e.g. English, Maths, EYFS) effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning through specialist support e.g. curriculum/SEND specialism.
- Select and prepare required resources necessary to lead learning activities, taking account of pupil's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

STANDARD DUTIES

- To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
- To uphold and promote the values and the ethos of the school.
- To implement and uphold the policies, procedures and codes of practice of the school, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.

- To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
- To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
- To attend and participate in relevant meetings as appropriate.
- To undertake any other additional duties commensurate with the grade of the post.

PERSON SPECIFICATION: HIGHER LEVEL TEACHING ASSISTANT

This person specification will be used in shortlisting and interview to select the best candidate. Each applicant should therefore address the person specification in their written application and where appropriate should give examples of how you meet the criteria.

	Essential	Desirable	Method of Assessment
Education and Qualifications			
A diploma in Childcare and Education; NVQ4 in Children's Care, Learning Development (CCLD); NVQ4 in Supporting Teaching and Learning; Foundation degree in supporting Teaching and Learning, or an equivalent qualification	✓		Application/Interview
Strong academic record including Maths and English GCSE grade C (or equivalent) or better	✓		Application/Interview
Evidence of continuous professional development	✓		Application/Interview
First Aid certificate		✓	Application/Interview
Experience			
Working with children in a school setting	✓		Application/Interview
Working with children with SEND. In particular children with a diagnosis of ASD and / or learning delay.	✓		Application/Interview
Contributing to development, monitoring and review of Individual Education Plans	✓		Application/Interview
Working within a Primary School		✓	Application/Interview
Experience of assessment within a Primary School context		✓	Application/Interview
Experience of communicating with parents within a school setting		✓	Application/Interview
Skills, Abilities & Knowledge			
Ability to maintain positive relationships with pupils and other adults.	✓		Application/Interview
Ability to work with pupils on a one to one, small groups and whole class.	✓		Application/Interview
Ability to contribute effectively to teachers' planning and preparation for lessons.	✓		Application/Interview
Ability to support teachers in evaluating pupils' progress through a range of assessment activities.	✓		Application/Interview
Ability to work effectively within a team.	✓		Application/Interview
Effective classroom and behaviour management skills.	✓		Application/Interview
Ability to communicate effectively in community languages.		✓	Application/Interview
Good ICT skills for word-processing and use of learning software, including online resources.	✓		Application/Interview

Knowledge of the national curriculum.	✓		Application/Interview
Personal Qualities			
A passionate belief in the school's mission statement.	✓		Application/Interview
Highest levels of professional and personal integrity.	✓		Application/Interview
A strong commitment to inclusion and overcoming barriers to learning and achievement.	✓		Application/Interview
Personal resilience, persistence and perseverance.	✓		Application/Interview
Commitment to undertaking additional training where required.	✓		Application/Interview
Clear understanding of, and respect for, confidentiality	✓		Application/Interview
A passionate belief in the Trust's vision for a high-quality education for all of the children in our schools.	✓		Application/Interview
A strong commitment to the Werneth Primary School values of Care, Aspire and Persevere.	✓		Application/Interview
Work Circumstances			
To work flexibly as the workload demands	✓		Application/Interview
Occasional out of hours working to support school functions	✓		Application/Interview