

Post Description - HLTA (Inclusion)

Post Title:	HLTA	Post Holder	
Learning Community:	SENCO	Reporting to:	SENCO
Liaising with:	SENCO; Behaviour & Attendance; Welfare & Safeguarding; Teaching and Support Staff; Head of Departments	Line Managing:	N/A
Post Type:	Fixed Term	Salary/Grade:	Band 5 (pts 19 - 22)

Safer Recruitment Statement

We are committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. This post requires Enhanced Disclosure (DBS).

Every member of staff is required to:

- Work towards and promote the vision of the school
- Support and contribute to the achievement of the School Improvement Plan
- Support and contribute to the schools responsibility for safeguarding students
- Undertake professional development activities to enhance personal development and post-performance
- To maintain high personal professional standards of attendance, punctuality, appearance, conduct and positive relations with students, parents and staff
- To be a good role model to our young people.
- Promote equality, celebrate diversity and seek to reduce disadvantage.

Role and Responsibilities:

In contributing to the SEND team:

- **Professional Behaviors** Demonstrate professional behaviour appropriate to your role. This includes sustained support and promotion of the learning organisation's philosophy, culture, ethos and climate for learning, demonstrating both integrity and corporate responsibility within and beyond the learning organisation in relation to policies and decisions.
- **Policy** Contribute to the development of the policies

In supporting learning, you should:

- **Climate for learning** Ensure that policies in relation to effective learning are successfully implemented to ensure a secure effective learning environment is maintained.
- **Standards** Lead by example in setting and maintaining high standards, expectations and aspirations for students ensuring that they are treated with dignity and respect, that they receive appropriate guidance, support and recognition.
- **Supporting Behaviour for Learning** Ensure students show effective Behaviours for Learning.

Professional Standards

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate
- To be friendly, helpful and welcoming to parents and members of the wider community visiting or making contact with the learning organisation
- To provide a good role model for students
- To develop a relationship with students which is professional, firm, fair, caring and friendly, and based upon mutual respect
- Using the Behaviour for Learning Policy, to deal with student behaviour in a manner which is appropriate to the context
- To deal with students in a manner which conveys mutual respect

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- Not to behave towards students in a manner which is aggressive, intimidating, or demeaning in any way

Accountability

- In the first instance you are accountable to the SENDCO for the above role and for any additional specified responsibilities.

Specific Responsibilities:

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop, implement and review Pupil Passports in conjunction with the SEND Team.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher

- Organise and manage appropriate learning environment 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.
- 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, worksheet, plans etc.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account pupils' barriers to learning relating to their Special Educational Need (SEN) in particular social, emotional and mental health needs, and of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Comply with and assist with the development of policies and procedures relating to SEN, child protection,

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health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Know how to identify and support individual's barriers to learning
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Occasional cover supervision following unplanned absences of teaching staff. (This will not normally be for more than 3 consecutive days in primary and 10 days in secondary in line with WAMG guidance.)

General points:

- The learning organisation will endeavour to make any necessary reasonable adjustments to the post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
- This post description is current at the date shown below, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the post which are commensurate with the salary and post title.
- This post description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it shall be construed.
- The conditions of appointment are in accordance with the National Joint Council's Conditions for Administrative, Professional, Clerical and Technical Staffs, as amended by the Supplemental Conditions of the Borough of Trafford for salaried staff.

Postholder:		Date:	
Headteacher:		Date:	
Last updated:	Sept 2026		