

JOB DESCRIPTION

Post Title:	Higher Level Teaching Assistant
Location:	The Satellite Provision part of the Bridge Trust
Contract:	Permanent contract, Full time
Responsible to:	The Headteacher
Responsible for:	Pupils.

Job Description

Purpose of the post

To complement the professional work of teachers by undertaking agreed higher-level support responsibilities that strengthen teaching and learning for autistic pupils and pupils with associated special educational needs. The HLTA works under the direction and oversight of a teacher. The teacher retains responsibility for curriculum intent, planning, assessment judgements, teaching quality and pupil progress. The HLTA may deliver planned activities, support interventions, adapt resources, gather assessment evidence and model effective classroom practice within this framework.

Supporting teaching and Learning

- Deliver planned learning activities to individuals and groups under teacher direction.
- Support whole-class learning and facilitate planned activities where appropriately agreed through school arrangements.
- Understand the intended learning and expected outcomes before delivering or supporting activities.
- Adapt explanations, resources and scaffolds within agreed parameters in response to pupils' needs.
- Use effective questioning, modelling, prompting and feedback.
- Provide the teacher with accurate feedback on engagement, understanding, misconceptions and progress.
- Deliver agreed interventions and contribute evidence to evaluation of their impact.
- Prepare and adapt resources within the teacher's planned sequence of learning.

Assessment and pupil progress

- Gather and record evidence of learning in line with school systems.
- Identify misconceptions, barriers and emerging needs and communicate these to the teacher.
- Support communication, social interaction and emotional regulation.
- Model consistent Positive Behaviour Support approaches.
- Recognise barriers and early indicators of distress and respond using agreed strategies.
- Maintain calm, clear and consistent expectations.
- Promote pupil voice, dignity, autonomy and age-appropriate expectations.

Supporting pupils with SEND

- Develop a detailed understanding of pupils' strengths, needs and agreed strategies.
- Implement approaches within EHCPs, pupil profiles and individual plans.
- Contribute observations to progress discussions, EHCP reviews and intervention reviews.
- Support the implementation of agreed assessment activities.
- Recognise that formal assessment judgements and next-step decisions remain the responsibility of the teacher.

Promoting Independence

- Use and model the least intrusive level of support required.
- Support pupils to problem-solve, organise themselves and communicate when they need help.
- Reduce prompts and scaffolds when pupils demonstrate readiness.
- Support functional skills, community learning and Preparation for Adulthood.
- Model support that enables pupils to become increasingly independent rather than reliant on adults.

Supporting effective classroom practice

- Model effective SEND and classroom support strategies for LSAs.
- Help colleagues understand and implement agreed classroom approaches.
- Model appropriate scaffolding, prompting and support reduction.
- Share day-to-day observations constructively with the teacher and classroom team.
- Support effective deployment during planned learning activities as directed by the teacher.
- Identify concerns or development needs and communicate them appropriately.
- The HLTA does not hold formal line-management responsibility for LSAs unless this is separately and explicitly assigned.

Safeguarding and professional responsibilities

- Safeguard and promote the welfare of pupils at all times and follow school procedures.
- Remain professionally curious and report concerns immediately through agreed channels.
- Maintain accurate awareness of pupil whereabouts and follow attendance procedures.
- Maintain confidentiality, professional boundaries and appropriate information sharing.
- Participate in briefings, meetings, training and supervision as required.
- Demonstrate professional standards of attendance, punctuality and conduct.
- Contribute positively to school improvement priorities and the wider life of the school.

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder will be required to carry out duties as requested by the headteacher that are broadly within the level of the post.

Person Specification

	Essential	Desirable
Qualifications & knowledge	Good literacy and numeracy; relevant Level 3 qualification, HLTA status or equivalent experience; sound understanding of teaching and learning, safeguarding and effective scaffolding.	HLTA status; relevant SEND/autism training; knowledge of EHCPs and Positive Behaviour Support.
Experience	Experience in an educational setting; supporting pupils with SEND/additional needs; delivering planned activities to individuals/groups; contributing to assessment evidence; working effectively with teachers and support staff.	Specialist SEND experience; experience supporting autistic pupils; delivering interventions; supporting whole-class learning; Preparation for Adulthood/community learning.
Skills & attributes	High expectations; confident and calm; clear professional communication; sound judgement; able to work within agreed parameters; reflective; organised; able to model strong practice; committed to inclusion and safeguarding.	Knowledge of Entry Level, Functional Skills or GCSE pathways; experience supporting colleagues to implement agreed approaches consistently. Adulthood.