

# Higher Level Teaching Assistant (HLTA)

*Sport, Pastoral & Classroom Support*

Term Time Only (39 weeks)

Reports to: Assistant Headteacher / SENCO / PE Lead

Grade: Hay 6, Spine Point 9-19

Location: Lyndhurst Primary School Denmark House, Grove Lane, Camberwell, London, SE5 8SN

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## Purpose of the Role

To support high-quality teaching and learning across the school by delivering sports lessons, providing classroom cover when required, and offering targeted pastoral and SEND support through small-group and 1:1 intervention. The postholder contributes to pupils' physical development, emotional wellbeing, behaviour support and the smooth running of the school day.

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## Key Responsibilities

### 1. Teaching & Coaching (Sport and Physical Activity)

- Plan and deliver engaging **sports lessons**, working under the direction of the PE Lead, curriculum lead or class teachers.
  - Lead **skill-based coaching sessions**, warm-ups, fitness activities and age-appropriate games.
  - Support the assessment of pupils' progress and contribute to recording outcomes in line with school systems.
  - Promote safe practice in all activities, ensuring equipment, supervision and space are used appropriately.
  - Support and lead **lunchtime physical activities**, ensuring structured, inclusive play.
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### 2. Classroom Support & Lesson Cover

- Provide **lesson cover** across the school when teachers are absent or attending meetings/training.

- Follow the planned teaching sequence and maintain strong classroom routines and behaviour expectations.
  - Adapt activities and provide additional guidance to ensure all pupils can access learning.
  - Supervise classes independently when required, ensuring a calm and purposeful learning environment.
  - Support with preparation of resources and materials to facilitate effective teaching.
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### 3. Pastoral, SEND and SEMH Support

- Provide **targeted small-group and 1:1 interventions** to support pupils with SEND, SEMH or behavioural needs.
  - Work alongside the SENCO, pastoral team and class teachers to implement individual plans (IEPs, EHCP strategies, behaviour plans).
  - Build positive, trusting relationships with vulnerable pupils to develop emotional regulation, self-esteem and engagement.
  - Monitor and report on pupil progress, emotional wellbeing and barriers to learning.
  - Support de-escalation and restorative conversations as part of the whole-school behaviour approach.
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### 4. Wider School Duties

- Supervise pupils during **break and/or lunchtimes**, promoting positive play and ensuring safeguarding at all times.
  - Assist with the organisation and running of **inter-house sporting fixtures**, whole-school events and sports days.
  - Attend **pre-identified staff meetings** each term (e.g. safeguarding, pastoral, behaviour, PE).
  - Participate in **Inset days** and training relevant to the role, including safeguarding, SEND, behaviour and curriculum updates.
  - Contribute to creating an inclusive, supportive environment that upholds the school's values and expectations.
  - Support the induction of pupils new to the school or returning after long-term absence.
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## General Responsibilities

- Uphold all school and Trust policies, including safeguarding, health & safety, data protection and behaviour.
- Work collaboratively with colleagues and communicate effectively with staff, pupils and parents.

- Maintain confidentiality and professionalism at all times.
  - Demonstrate flexibility and resilience, responding to the changing needs of the school.
  - Commit to ongoing **professional development**, especially in coaching, SEND and pastoral practice.
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## Person Specification

### Essential

- Experience working in a school or education setting.
- Experience delivering sports coaching or physical activity sessions.
- Experience supporting pupils with **SEND and/or SEMH** needs.
- Ability to supervise classes independently and maintain positive behaviour.
- Strong communication and relationship-building skills with children and adults.
- Ability to follow safeguarding procedures and exercise sound judgement.
- GCSE English and Maths (or equivalent).
- Willingness to undertake HLTA qualification if not already held.

### Desirable

- HLTA Status.
  - Accredited sports coaching qualifications.
  - Training in SEMH, behaviour support, Thrive/Nurture, or equivalent.
  - First aid training.
  - Experience supporting children with ASD, ADHD or emotional regulation needs.
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## Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The appointment is subject to an enhanced DBS check and satisfactory references.