

# The Role of the Integrated Resource and the HLTA

Anston Hillcrest Primary School is home to a dedicated Integrated Resource (IR) for children with communication and interaction needs, including those with Autism. The IR plays a vital role in enabling children to access specialist support, focused around their Education, Health and Care Plan (EHCP) outcomes, while remaining part of the wider school community, in line with the principles set out in the SEND Code of Practice (2015).

The IR provides a structured, nurturing, and personalised learning environment designed to meet the unique needs of each child. It is a safe and inclusive space where children are supported to develop their communication, interaction, emotional regulation, preparation for life and learning skills through targeted teaching and interventions.

We are now seeking a skilled and adaptable HLTA to support the delivery of high-quality teaching and learning within the IR. This is a key role that combines leading small group work, delivering pre-planned interventions, and providing responsive, in-the-moment support throughout the day.

As HLTA within the Integrated Resource, you will:

- Lead small-group learning sessions, adapting activities to meet a range of individual needs across the curriculum.
- Work closely with the IR teacher and SEND team to deliver targeted interventions that promote communication, social interaction, and independence.
- Support children through flexible, child-centred approaches including visual timetables, sensory strategies, and structured routines.
- Assist in creating a calm, predictable, and supportive environment where children feel safe and able to learn.
- Contribute to the assessment and review process by observing progress and feeding back to the wider team.
- Play a key role in fostering positive relationships with children and their families, helping to build trust and consistency across home and school.

In line with the SEND Code of Practice, our IR is part of a whole-school commitment to ensuring that “children and young people with SEN engage in the activities of the school alongside children who do not have SEN” (SEND Code of Practice, 6.9). As such, you will also support children’s successful inclusion into mainstream classes where appropriate, building confidence and independence.

This is an exciting opportunity for someone who is creative, patient and passionate about inclusion, and who understands the importance of building strong relationships to support positive outcomes for children with additional needs.