

## **Queensbury School**

### **Job Description: Higher Level Teaching Assistant (HLTA) – Grade 4**

#### **Job Purpose**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This includes planning, preparing and delivering learning sessions, assessing pupil progress and contributing to the wider provision within the school.

The HLTA will play a key role within the Discovery and Quest pathways, supporting pupils with a range of complex SEND needs. The role includes planning and delivering the equivalent of one day per week of learning, with a strong emphasis on:

- Communication development
- Emotional wellbeing and regulation
- Preparation for adulthood (PfA)

#### **Key Responsibilities**

##### **1. Teaching and Learning**

- Plan, prepare and deliver learning activities for individuals, groups or whole classes (equivalent to 1 day per week), under the direction of a teacher.
- Deliver sessions within the Discovery and Quest pathways, tailored to meet complex learning and communication needs.
- Adapt learning to ensure accessibility and inclusion for all pupils.
- Support the implementation of EHCP targets and personalised learning goals.
- Use a range of strategies to promote communication (e.g. AAC, visuals, structured approaches).
- Lead on activities that develop independence, life skills and preparation for adulthood.
- Monitor and assess pupil responses to learning activities and provide constructive feedback.
- Contribute to assessment, tracking and reporting systems.

##### **2. Pupil Support and Wellbeing**

- Support pupils' emotional wellbeing, co-regulation and self-regulation development.

- Apply positive behaviour support strategies consistently in line with school policy.
- Promote safe, calm and purposeful learning environments.
- Support pupils during transitions, unstructured times and community-based learning where appropriate.
- Provide pastoral support and build positive, trusting relationships with pupils.

### **3. Curriculum Contribution**

- Contribute to planning for Discovery and Quest pathway provision, particularly in:
  - Communication and interaction
  - Emotional literacy and regulation
  - Independence and life skills
  - Preparation for adulthood
- Develop and prepare resources that are differentiated and accessible.
- Support enrichment activities, educational visits and community learning opportunities.

### **4. Working with Staff and Professionals**

- Work collaboratively with teachers, therapists and other professionals.
- Contribute to team meetings, reviews and EHCP processes.
- Provide feedback on pupil progress, engagement and wellbeing.
- Support the induction and guidance of other support staff where appropriate.

### **5. Whole School Contribution**

- Uphold the school's ethos, values and inclusive practice.
- Support safeguarding, health and safety, and wellbeing procedures.
- Contribute to the wider life of the school, including events and extracurricular activities.
- Engage in professional development and training relevant to the role.

### **General Responsibilities**

- Maintain confidentiality at all times.

- Follow all school policies and procedures.
- Undertake any other duties commensurate with the grade and nature of the post.

**Person Specification: HLTA (Grade 4)**

Method of Assessment (MOA)

AF = Application Form I = Interview T = Test or Exercise P = Presentation

<b>Qualifications &amp; Training</b>	
<b>Essential</b>	<b>MOA</b>
HLTA status or equivalent qualification/experience	<b>AF/I</b>
GCSE (or equivalent) in English and Maths (Grade C/4 or above)	<b>AF</b>
Relevant SEND training or willingness to undertake training	<b>AF/I</b>
<b>Desirable</b>	
Training in communication approaches (e.g. Makaton, Attention Autism, AAC)	<b>AF/I/P</b>
Training in behaviour support or de-escalation approaches (e.g. Team Teach)	<b>AF/I/T/P</b>
Training related to autism or complex needs	<b>AF/I/T/P</b>
<b>Experience</b>	
<b>Essential</b>	<b>MOA</b>
Experience working with pupils with SEND, including complex needs	<b>AF/I/T/P</b>
Experience supporting teaching and learning across a range of abilities	<b>AF/I/P</b>
Experience delivering planned learning activities to groups or whole classes	<b>AF/I/T</b>
<b>Desirable</b>	
Experience within specialist pathways such as Discovery or Quest	<b>AF/I/T</b>
Experience supporting pupils with communication and regulation needs	<b>AF/I/T/P</b>
Experience contributing to EHCP targets and reviews	<b>AF/I/P</b>
<b>Knowledge and Understanding</b>	

<b>Essential</b>	<b>MOA</b>
Understanding of SEND, including communication needs and autism	<b>AF/I/T/P</b>
Understanding of strategies to support emotional regulation and wellbeing	<b>AF/I/T/P</b>
Awareness of Preparation for Adulthood (PfA) outcomes	<b>AF/I/P</b>
Understanding of safeguarding and inclusive practice	<b>AF/I/T/P</b>
<b>Desirable</b>	
Knowledge of alternative communication systems	<b>AF/I/T/P</b>
Understanding of curriculum adaptation for learners with complex needs	<b>AF/I/T/P</b>
<b>Skills</b>	
<b>Essential</b>	<b>MOA</b>
Ability to plan and deliver structured learning activities independently	<b>I/T/P</b>
Strong communication and interpersonal skills	<b>I/T/P</b>
Ability to build positive relationships with pupils and staff	<b>I/T/P</b>
Effective behaviour management and de-escalation skills	<b>I/T/P</b>
Ability to adapt learning to meet diverse needs	<b>I/T/P</b>
Good organisational and time management skills	<b>I/T/P</b>
<b>Desirable</b>	
Skills in using communication tools and assistive technology	<b>AF/T/P</b>
Ability to support community-based and life skills learning	<b>I/T/P</b>
<b>Personal Qualities</b>	
<b>Essential</b>	<b>MOA</b>
Commitment to inclusive education and high expectations for all learners	<b>AF/I/T/P</b>
Patient, resilient and adaptable approach	<b>I/T/P</b>
Reflective practitioner willing to learn and develop	<b>I/T/P</b>
Ability to work as part of a team and independently	<b>I/T/P</b>
<b>Desirable</b>	

Passion for supporting young people towards independence and adulthood	<b>AF/I/T</b>
Creativity in engaging learners with complex needs	<b>I/T/P</b>
Safeguarding	Enhanced DBS is essential.  This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement of the role.

### **Specific Role Requirement (Queensbury School)**

- Commitment to working within the Discovery and Quest pathways
- Ability to plan, prepare and deliver a coherent programme equivalent to one day per week
- Focus on:
  - Communication development
  - Emotional wellbeing and regulation
  - Preparation for adulthood outcomes