



Job Title: Higher Level Teaching Assistant (HLTA) –
Reading and Literacy
Grade: Band 06

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.



Core Purpose

To coordinate and deliver a structured reading intervention programme (including Thinking Reading) for students who have significant reading and decoding difficulties. The post holder will take responsibility for the effective delivery, monitoring and evaluation of reading interventions, working under the supervision of qualified teachers to improve students' reading accuracy, fluency and confidence and enable access to the wider curriculum.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

- Deliver structured reading interventions, including Thinking Reading, to identified students on a one-to-one or small-group basis, following programme guidance to ensure fidelity and consistency.
- Administer baseline, diagnostic and progress assessments in line with the intervention model, analysing outcomes to monitor impact and inform next steps.
- Take responsibility for the planning, organisation and resourcing of intervention sessions, ensuring they are delivered at the required frequency and intensity.
- Deliver learning sessions confidently and independently, including supervised sessions without the class teacher present, maintaining responsibility for learning, behaviour and student safety.
- Use professional judgement to respond to student engagement and progress, adapting support strategies within the structure of the intervention programme, and escalating concerns where expected progress is not evident.
- Maintain accurate and up-to-date records of attendance, progress and outcomes, providing clear feedback to teaching staff, SEND teams and parents/carers as required.
- Work collaboratively with teachers, SEND staff and other professionals to support student progress and contribute to intervention planning and review meetings.
- Support students to transfer reading skills gained through intervention into classroom learning and wider curriculum access.
- Supervise and guide teaching assistants or volunteers supporting reading interventions, ensuring consistent and high-quality delivery.
- Support the administration of assessments, tests and examinations, including invigilation where required.
- Contribute to out-of-school or enrichment activities that reinforce reading development, taking responsibility for student engagement and welfare.

Other Duties

- Attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses



- Promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- Be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time, you may be required to carry out other duties commensurate with the role.



Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	<p>Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.</p> <p>Understanding of safeguarding responsibilities and child protection procedures.</p>	
Qualifications/Experience	<p>Higher Level Teaching Assistant (HLTA) qualification (Level 4) or equivalent qualification or experience.</p> <p>Must have at least 5 GCSEs at Grade C/Grade 4 (or equivalent) or above, to include English and maths.</p> <p>Formal training in Thinking Reading or another structured reading intervention programme, or willingness to undertake training if not already qualified.</p> <p>Experience delivering structured reading and/or literacy interventions to children or young people.</p> <p>Experience working with pupils who have significant reading and decoding difficulties.</p> <p>Experience working within an educational setting, ideally across Key Stages 2–4.</p> <p>Experience supporting pupils on a one-to-one and small-group basis.</p> <p>Experience monitoring, recording and reporting pupil progress and outcomes.</p>	<p>Additional qualifications or training related to literacy, SEND or intervention delivery.</p> <p>Experience of delivering Thinking Reading or similar intervention programmes.</p> <p>Experience coordinating or leading intervention programmes.</p> <p>Experience working with pupils with SEND, including literacy-related needs.</p> <p>Experience liaising with teachers, SEND staff, parents/carers and external professionals.</p>

Knowledge/Skills	<p>Understanding of reading development, decoding difficulties and common barriers to literacy.</p> <p>Ability to deliver intervention programmes consistently and with fidelity to programme design.</p> <p>Ability to assess pupil progress using diagnostic and formative assessment tools.</p> <p>Ability to adapt teaching strategies within agreed intervention frameworks to meet individual needs.</p> <p>Strong behaviour management skills and ability to create a positive, inclusive learning environment.</p> <p>Strong interpersonal and communication skills, with the ability to build effective relationships with pupils, staff and parents/carers.</p> <p>Ability to maintain accurate records and provide clear, objective feedback on pupil progress.</p> <p>Confident use of ICT to support learning, assessment and record keeping.</p> <p>Ability to work effectively both independently and as part of a team.</p>	<p>Knowledge of the SEN Code of Practice and inclusive education frameworks.</p> <p>Understanding of how literacy intervention supports access to the wider curriculum.</p> <p>Experience supervising or supporting other adults in an intervention setting.</p>
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