

Job Description

Title of post	HLTA
Salary	Grade G SCP13-18 FTE £30,023 - £32,578 Actual Salary £20,869 - £22,645
Hours of Work	30 hours per week, term time only plus 1 week 8:30am – 3:15pm Monday-Friday
Line manager and responsible for reviews	Headteacher/Member of Senior Management Team

Purpose of the Post

- Work within the NSAT Conditions of Service
- Support and promote the ethos, policies and development plan of the Academy/Trust
- Take part in performance management procedures within the Academy/Trust
- Attend and contribute to appropriate professional development meetings and training activities
- Undertake whatever other duties might reasonably be requested by the Head of Academy or Line Manager subject to appropriate competence and training

The Higher Level Teaching Assistant (HLTA) will play a pivotal role within Holycroft Primary School's Resource Provision, supporting pupils with Communication and Interaction needs, including autistic pupils and those with Speech, Language and Communication Needs (SLCN). Working closely with the Resource Provision Lead, SENDCo, families and external agencies, the postholder will help ensure every pupil is able to communicate, participate, belong and achieve.

Main Duties/Responsibilities

Leadership and Provision

- Support the SENDCo and Resource Provision Lead in the day-to-day running of the Resource Provision.
- Contribute to the development of a safe, nurturing, structured and autism-friendly learning environment.
- Lead aspects of provision in the absence of the Resource Provision Lead.
- Support planning, delivery and evaluation of personalised programmes.
- Model effective practice for Teaching Assistants and other staff.
- Maintain high-quality specialist resources and visual supports.
- Contribute to the ongoing development of inclusive practice across the school.

Teaching and Learning

- Plan, deliver and evaluate targeted interventions.
- Deliver individual, paired and small-group sessions.
- Support pupils in both specialist and mainstream environments.
- Adapt learning materials to meet communication, sensory and learning needs.
- Implement EHCP provision and outcomes.
- Monitor progress and contribute to target setting.

Communication and Interaction Specialism

- Support autistic pupils and those with SLCN.
- Use Total Communication, PECS, AAC, communication books, visual supports and structured teaching approaches.
- Promote social understanding, emotional regulation and independence.
- Implement Speech and Language Therapy programmes.
- Create opportunities for meaningful communication throughout the school day.

Inclusion and Belonging

- Champion inclusion and belonging.
- Remove barriers to learning and participation.
- Promote pupil voice and self-advocacy.
- Support pupils to access mainstream opportunities and wider school life.

Supporting Staff

- Model effective strategies and classroom practice.
- Mentor teaching assistants.
- Share expertise and contribute to staff development.

Working with Families and Professionals

- Build positive relationships with families.
- Attend EHCP reviews, annual reviews and multi-agency meetings.
- Work alongside speech and language therapists, educational psychologists, occupational therapists and health professionals.

Assessment and Record Keeping

- Maintain accurate records.
- Evaluate interventions and pupil outcomes.
- Contribute reports and evidence for EHCP reviews.

Safeguarding and Wellbeing

- Promote the welfare and safety of all children.
- Follow safeguarding, behaviour and health and safety procedures.
- Support emotional wellbeing and positive behaviour.

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Intermediate Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Intermediate Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously with minimum effort.
- Explain difficult concepts simply without hindering the natural smooth flow of language.

Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the role in relation to the post holder's professional responsibilities and duties.