



HIGHER LEVEL TEACHING ASSISTANT (SEND)

Permanent part-time position to start as soon as possible
8.20am–3.45pm Monday to Friday, term time only, plus a balance of hours to attend training days and other events that may take place outside normal working hours.

Grade 8, points 15–18: £28,605 – £31,029 annual FTE
Approximate starting salary of £22,077 per annum
pay award pending April 2026.

“This is a school where staff care for the pupils and want the best for them”
“Pupils understand the value of each subject and how it might help them in the future”
(Lutterworth College Ofsted, January 2023)

Working as a Higher Level Teaching Assistant – SEND, you will support students in accessing learning, developing confidence and achieving positive outcomes.

We would like from you:

- Excellent communication and interpersonal skills.
- Strong organisational and administrative skills.
- The ability to prioritise, triage information and manage competing demands effectively.
- Experience of supporting students with SEND across a range of needs.
- Experience of delivering structured interventions to individuals or small groups.
- The ability to work professionally with students, parents/carers, staff and external agencies.
- GCSE grade A*–C or equivalent in Maths and English.
- HLTA status or equivalent relevant experience.
- A calm, professional and solution-focused approach.

We can offer you:

- A strong commitment to your training and development.
- Fantastic students who are a pleasure to work with.
- A supportive SEND and inclusion team.
- Excellent facilities and resources.
- The opportunity to make a real difference to students' lives.
- Automatic enrolment to the Local Government Pension Scheme.
- Free on-site parking.
- Comprehensive wellbeing package.

For further information and details of how to apply please visit the vacancies page of our website www.lutterworthcollege.com and return completed application forms to:

Diane Orton E-mail: d.orton@lutterworthcollege.com

Closing date: Friday 11th September 8.00am

Interview Date: week beginning 14th September

We welcome prospective candidates to arrange a tour of the College by contacting Diane Orton

While we acknowledge the advantages of AI in crafting personal statements for applications, we strongly encourage and expect applicants to personalise and tailor responses. Please note that the school may utilise AI checking solutions during the application review process and will be considered when shortlisting.

Lutterworth College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to receipt of a satisfactory Enhanced DBS check, pre-employment checks, including evidence of your right to work in the UK, online checks and a satisfactory Health Check. References will be requested for all shortlisted applicants before interview.

Job Description

Post Title:	Higher Level Teaching Assistant
Purpose of Post:	To support the SENDCo in securing high-quality inclusive provision for students with Special Educational Needs and Disabilities (SEND) through effective operational coordination, communication management and the delivery of targeted interventions. The postholder will play a key role in supporting the College's graduated response to SEND, ensuring that interventions are well organised, consistently delivered and appropriately tracked. The role will also support clear communication between parents/carers, staff, external agencies and the wider inclusion team.
Reporting To:	Assistant Headteacher (SENDCo)
Grade:	8 (points 15 - 18)
Hours:	1301 hours per annum. 33.75 hours per week, 8.20am–3.45pm, Monday to Friday, with a 40-minute unpaid lunch break. Term time only, plus a balance of 18 hours to attend training days and other events that may take place outside normal working hours. Working patterns are reviewed on an annual basis and may need to be varied to meet operational needs. The postholder will also be required to support Independent Learning Club until 4.30pm one day per week, with the day to be agreed on appointment. This additional time will be claimed separately.

Main Duties and Responsibilities

SEND Operational Coordination

Under the direction of the SENDCo, the postholder will:

- Act as a key operational link within SEND provision, supporting the SENDCo and wider inclusion team.
- Maintain accurate records of students with SEND, including provision maps, learning plans, intervention tracking and progress information.
- Support the long-term and day-to-day timetabling of Teaching Assistants.
- Contribute to administrative systems for SEND, ensuring that records are accurate, up-to-date and maintained in line with College procedures.
- Support preparation for reviews, including EHCP annual reviews, student progress meetings and other SEND-related meetings.
- Facilitate visits from external professionals, acting as a point of contact where appropriate and supporting visit logistics.
- Support the SENDCo with the coordination of information from staff, parents/carers and external agencies.

SEND Inbox Management and Triage

Under the direction of the SENDCo, the postholder will:

- Monitor and manage the SEND email inbox on a daily basis.
- Triage incoming queries from parents/carers, staff and external agencies, ensuring that communication is directed appropriately.
- Escalate complex, sensitive or safeguarding-related matters to the SENDCo, Designated Safeguarding Lead or senior leaders as appropriate.
- Draft responses, gather information and coordinate follow-up actions where appropriate.
- Maintain a clear audit trail of communication in line with College procedures.
- Support timely and professional communication with families, staff and external agencies.

Delivery of SEND Interventions and Inclusion

The postholder will:

- Promote and support inclusion by encouraging the participation of students with SEND in learning, wider school life and extracurricular activities.
- Contribute to a consistent approach to intervention delivery through the Assess, Plan, Do, Review model.
- Plan and deliver structured, evidence-informed interventions for individuals and small groups.
- Deliver interventions across areas such as:
 - literacy and numeracy support
 - social, emotional and mental health development
 - speech, language and communication needs
 - Zones of Regulation
 - Direct Instruction
 - phonics and reading support.
- Adapt intervention delivery in response to student progress, feedback and guidance from the SENDCo or other professionals.
- Record, review and track intervention work so that progress and impact can be monitored.
- Support students to develop confidence, independence and access to the curriculum alongside their peers.

Collaboration and Staff Support

The postholder will:

- Liaise with teaching staff to ensure interventions complement classroom learning.

- Gather and share relevant information about student progress, needs and strategies with the SENDCo, teaching staff and the wider inclusion team.
- Support consistent and inclusive approaches across the College.
- Support the induction and guidance of Teaching Assistants delivering SEND support.
- Assist with the development and organisation of resources to support students with SEND.
- Where appropriate, guide the work of other adults supporting teaching and learning.

Wider HLTA Responsibilities

The postholder will:

- Have high expectations of students and build positive, professional relationships with them.
- Support students' learning, personal development, confidence and independence.
- Communicate effectively and sensitively with students, parents/carers, staff and external professionals.
- Demonstrate and promote the positive values, attitudes and behaviour expected of students.
- Support effective behaviour management in line with the Trust's behaviour policy.
- Organise and manage learning activities, resources and spaces safely and effectively.
- Contribute to the selection and preparation of teaching resources that meet the needs of students.
- Support students during social times and carry out duties around the College as directed.
- Use ICT effectively to support student learning, record keeping and communication.
- Maintain confidentiality in relation to students, families, staff and College matters.
- Work in line with Trust policies, procedures and statutory frameworks.

Safeguarding and Welfare

The postholder will:

- Have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm.
- Take reasonable steps to ensure the safety and wellbeing of students.
- Be aware of and comply with safeguarding, child protection, health and safety, behaviour and equality policies.
- Report safeguarding, welfare or health and safety concerns to the appropriate member of staff without delay.
- Challenge discriminatory language, bullying, harassment or stereotyped views in line with College policy and procedure.
- Promote inclusion, equality of opportunity and respect for diversity.

Additional duties to include:

The postholder may be required to:

- Assist with the invigilation of examinations.
- Act as an appointed person for first aid, following appropriate training.
- Accompany and supervise students on educational visits.
- Participate in programmes for mentoring students.
- Support co-curricular activities where appropriate.
- Contribute to the development and sharing of good practice within the Trust and with relevant partner organisations.
- Carry out other duties which may reasonably be required from time to time, provided they are commensurate with the grade and responsibility level of the post.

Person Specification – HLTA (SEND)

Essential

The successful candidate will have:

- A clear commitment to inclusive education.
- HLTA status or equivalent relevant experience.
- Experience of supporting students with SEND across a range of needs.
- Experience of delivering structured interventions to individuals or small groups.
- Strong organisational and administrative skills.
- The ability to prioritise, triage information and manage competing demands effectively.
- Excellent written and verbal communication skills.
- The ability to maintain accurate records and follow agreed systems.
- The ability to work professionally with students, parents/carers, staff and external agencies.
- The ability to work collaboratively as part of a team.
- A calm, professional and solution-focused approach.
- A secure understanding of confidentiality, safeguarding and professional boundaries.
- Good ICT skills and the ability to use school systems effectively.

Desirable

The successful candidate may also have:

- Experience of supporting SEND coordination or SEND administration.
- Knowledge of the SEND Code of Practice.
- Knowledge of the Assess, Plan, Do, Review model.
- Knowledge of Local Authority inclusion and statutory assessment processes.
- Experience of using school MIS systems and intervention tracking tools.
- Experience of working with children in a secondary school context.
- NVQ Level 3 for Teaching Assistants or an equivalent Level 3 qualification.
- Experience of supporting, guiding or helping to develop Teaching Assistants.
- Knowledge of a range of strategies to support positive behaviour and inclusive classroom practice.

Personal Attributes

The successful candidate will be:

- Proactive and solution-focused.
- Calm and professional in communication with students, families, colleagues and external agencies.
- Well organised and detail-oriented.
- Able to follow through on actions and maintain accurate records.
- Collaborative, supportive and able to work as part of a team.
- Committed to raising student achievement.
- Committed to inclusive education and removing barriers to learning.
- Flexible and willing to adapt to the operational needs of the College.
- Reflective and willing to engage in professional development.