

Job Description

Job title:	Higher Level Teaching Assistant - SEND	
Reports to:	SENCO/Headteacher	
Scale/FTE:	Salary Scale: BR6 (NJC)	Hours: 30.00 per Week/ 38 Weeks per Year

Key Responsibilities:

To lead the SEN provision room under the direction of the SENCO and work alongside a SEN teaching assistant to support the teaching and learning of pupils accessing the SEN learning space.
 To plan and deliver small group and individual interventions and play a key role in pupil progress tracking, family engagement, and promoting a nurturing, inclusive environment.

Main Responsibilities and Duties

- With the support of the SENCO, lead on the planning, organisation, and daily running of the SEN provision room (currently up to 8 children) to provide a safe, structured, and engaging learning space for pupils with additional needs.
- Plan and deliver targeted interventions and learning activities for SEN pupils under the direction of the SENCO and class teachers.
- Have an understanding of working with children who have severe and complex needs and the challenges that are associated with the role.
- Help to support the development of the child's learning and engagement as well as their speech and language.
- Adapt and prepare resources tailored to the individual needs of SEN pupils.
- Work collaboratively with the class teacher and SENCO to develop and review provision maps and support strategies.
- Support pupils with a range of special educational needs including speech and language difficulties, ASD, ADHD, and learning difficulties.
- Use specialist strategies and resources to support pupils' social, emotional, and academic development.
- Assist in the implementation and monitoring of Education, Health and Care Plans (EHCPs).
- Track and assess the progress of SEN pupils and maintain detailed records to inform future planning.
- Provide regular feedback to teachers, the SENCO, and parents/carers on pupil development.
 Work with the SENCO to increase parental engagement, including supporting parent workshops, communication strategies, and involvement in review meetings and school events.
- Support behaviour management strategies and promote a positive and inclusive learning environment.
- Work with external professionals (e.g., Educational Psychologists, Speech and Language Therapists) as required.
- Supervise and support pupils during unstructured times (e.g., break, lunch) where necessary.
- Undertake continuous professional development and relevant training in line with the school's development plan.

Supporting the Pupils

- To develop a good knowledge of the individual's needs in order to be able to support their development in all aspects of learning.
- Taking into account the learning support involved, to aid the children to learn as effectively as possible both in group situations and on his/her own by, for example:
 - clarifying and explaining instructions;
 - ensuring the child is able to use equipment and materials provided;
 - motivating and encouraging the child as required;
 - assisting in weaker areas of learning, e.g. speech and language, reading, spelling, handwriting/presentation;
 - assisting in weaker areas of behaviour e.g. challenging, disruptive, attention seeking; helping the individual to concentrate on and finish work set;
 - meeting physical needs as required, including hygiene; feeding; moving; toileting as well as assisting with therapy sessions, whilst also encouraging independence;
 - liaising with class teacher and Inclusion Manager about Individual Education Plans (IEPs) developing appropriate resources to support the children.
- To establish a supportive relationship with the children concerned.
- To encourage acceptance and inclusion of the child with special needs.
- To develop methods of promoting/reinforcing the child's self-esteem, confidence and independence.
- To support the child to achieve any targets on a Pastoral Support Plan.
- Helping the child to communicate with others if appropriate.
- For the medical needs role to support with feeding and intimate care.

Other Responsibilities

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Proactively promote and demonstrate Mosaic Schools Academy Trust's vision, values and ethos in all aspects of work.
- Ensure that all duties and services provided are in accordance with the Trust's Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.

Details and emphasis are subject to amendment and revision in the light of the changing needs of the Trust. This will always be in consultation with the post holder and any additional training needs identified and discussed with the post holder's line manager.

Mosaic Schools Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification		
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Criteria		Essential = E Preferable = P Desirable = D
Knowledge and Experience		
<ul style="list-style-type: none"> • Previous Experience working with Primary aged children with a range of SEN needs • Experience working with children with complex needs, including communication difficulties, sensory processing needs, or social-emotional challenges • Knowledge and experience of relevant administration systems and specialist ICT packages. • Knowledge of the primary curriculum (EYFS and lower KS1) and strategies to support SEN pupils. 		E E E E
Skills and Abilities		
<ul style="list-style-type: none"> • Good literacy and numeracy skills • Strong interpersonal and communication skills. • Understanding of safeguarding and child protection procedures. • Commitment to building strong relationships with parents and carers. • HLTA status or equivalent qualification • Additional SEN-related training (e.g., autism awareness, Team Teach, Makaton). • Experience planning and delivering interventions for SEN pupils. • Experience working in or managing a dedicated SEN space or intervention area. • Familiarity with specific interventions (e.g., intensive interaction, attention bucket). • Experience supporting children with EHCPs. • Competence in using assessment tools and tracking pupil progress. • Experience in leading or contributing to parental engagement initiatives. 		E E E E D D D D D D D D D
Personal Attributes		
<ul style="list-style-type: none"> • Enthusiasm and drive for working in a school. • Ability to work independently and collaboratively as a member of a team. • Reliability, confidentiality and integrity. • Ability to promote the positive image of the schools and the Trust. • Good health and attendance record. • A positive and flexible attitude to work. • Willingness to undertake further training/development opportunities 		E E E E E E E
Date: June 2025		