

Job Description and Person Specification

Job Description

Post: HLTA

Key Purpose of the Role:

The HLTA supports teaching and learning by taking responsibility for agreed learning activities under a structured system of supervision. The role contributes to the development of support staff, students, school policies, and wider academy strategies. The HLTA helps raise achievement across the academy by supporting pupils, teachers, and the wider school community, including covering whole classes for PPA and short-term absences.

Support for Pupils:

- Use detailed knowledge and specialist skills to assess pupils' needs and support learning so that progress is secured.
- Supervise pupils completing pre-prepared learning tasks in line with academy expectations.
- Build effective working relationships with pupils, modelling positive behaviour and setting high expectations.
- Promote inclusion so all pupils feel valued and supported in the classroom.
- Respond to pupils' individual needs consistently and appropriately.
- Encourage cooperative learning, peer interaction and engagement in activities.
- Develop pupils' independence and reward progress towards self-reliance.
- Provide clear verbal and written feedback linked to pupils' progress and achievement.
- Work collaboratively with external professionals (e.g. social care, SEN teams).
- Promote excellent behaviour and challenge any incidents relating to racism, bullying, harassment, victimisation or discrimination.
- Support other adults working with pupils who have special educational needs.
- Maintain positive relationships with parents/carers and strengthen home-school partnerships.
- Support pupils' pastoral needs sensitively and effectively.

Support for Teachers:

- Under agreed supervision, plan learning objectives and adapt lessons as required.
- Organise learning spaces and resources to ensure an effective environment for pupil progress.
- Monitor and assess pupil responses through a range of assessment methods.
- Record progress systematically and provide evidence of achievement.
- Promote self-regulation and independence using the behaviour policy.
- Support parental engagement and contribute to meetings by sharing constructive feedback.
- Carry out assessments and track pupil progress as required by academy policy.
- Prepare lesson materials in consultation with the class teacher.
- Assist with the development and mentoring of teaching assistants.

- Lead and guide less experienced support staff and deliver training when appropriate.
- Provide targeted SEN support.

Support for the Curriculum:

- Deliver local and national curriculum programmes and use wider learning opportunities to develop pupils' skills.
- Use ICT confidently to support teaching and to promote pupils' digital independence.
- Select or create suitable learning materials that reflect pupils' interests, backgrounds and language needs.

Support for the Academy:

- Follow all policies related to safeguarding, child protection, health and safety, confidentiality and data protection; report concerns appropriately.
- Ensure every pupil has access to learning and development opportunities.
- Recognise and use personal strengths to support and advise colleagues.
- Attend assemblies as required.
- Model high standards of dress, communication and conduct.
- Uphold and promote the academy's ethos and values.
- Support behaviour management and wellbeing during lunchtime duties.

Person Specification

Qualifications & Experience:

- Meets HLTA professional standards.
- Holds a relevant HLTA qualification.
- GCSE English and Maths (Grade C/4 or above).
- Evidence of specialism in a curriculum or learning difficulty area.
- At least two years' experience working with children in an educational setting.
- Experience across primary/secondary phases.
- Experience delivering whole-class teaching.
- Experience supporting pupils with special educational needs.

Knowledge & Understanding:

- Strong understanding of the National Curriculum.
- Knowledge of effective behaviour-management strategies.
- Understanding of, or willingness to be trained in, First Aid.

Skills:

- Clear and confident communication skills, written and verbal.
- Strong interpersonal skills when working with pupils and colleagues.
- Effective organisation and time management.
- Competent ICT skills to support learning and maintain information systems.

Abilities:

- Able to maintain professional boundaries with pupils.
- Confident in leading, motivating and supporting a team.
- Works constructively as part of a wider staff team.
- Supervises pupils effectively in and out of the academy using the behaviour policy.
- Organises classroom activities and resources efficiently.
- Handles confidential information appropriately.
- Acts as a positive role model for pupils.
- Works in partnership with parents and teachers.
- Uses initiative and adapts flexibly to changing needs.

Attitude:

- Positive and proactive approach to work.
- Willingness to problem-solve and seek solutions.
- Determination that all pupils can succeed, regardless of barriers.
- Commitment to equality and inclusion.
- Strong alignment with the academy's ethos and values.

