**Job Title: Higher Level Teaching Assistant (HLTA) – SEND Support**

**Job Purpose:**

To support the learning and development of students with Special Educational Needs and Disabilities (SEND), working under the guidance of the SENDCo and Head Teacher. The HLTA will deliver tailored interventions, support classroom activities, and contribute to the planning and assessment of learning for SEND pupils, working significantly below age related expectation. A key part of the role involves managing behaviour, promoting wellbeing, and ensuring the safety, attendance, and enhancing learning through engaging and inclusive approaches.

**Key Responsibilities:**

* **Support for Pupils:**
  + Deliver targeted interventions and support strategies for pupils with SEND.
  + Promote inclusion and independence within the classroom and school environment.
  + Assist with the implementation of Education, Health and Care Plans (EHCPs).
  + Provide emotional and behavioural support where needed.
  + Communicate effectively with students, using appropriate methods to ensure understanding and engagement, especially for those with communication difficulties.
  + Support pupils in managing their behaviour through consistent use of school behaviour policies and personalised strategies.
  + De-escalate challenging situations calmly and professionally, using restorative approaches where appropriate.
  + Monitor and support pupil welfare, ensuring their physical and emotional needs are met.
  + Work with pastoral teams to promote good attendance and punctuality, identifying and addressing barriers to attendance.
* Administer prescribed medication to pupils in accordance with school policies and individual care plans, ensuring accurate record-keeping and safeguarding procedures.
* Build positive, trusting relationships with pupils who have SEMH needs and may be disengaged from learning, using trauma-informed and relational approaches to re-engage them in education.
* **Support for Teaching and Learning:**
  + Plan and deliver learning activities to small groups / 1:1.
  + Contribute to the assessment and tracking of pupil progress.
  + Adapt resources and teaching strategies to meet individual needs.
  + Lead small group or one-to-one sessions with SEND pupils.
  + Support pupils in developing self-regulation and coping strategies.
  + Implement engaging and multi-sensory approaches to teaching phonics and reading, tailored to individual learning styles and needs.
  + Enhance learning through practical, hands-on activities and experiences that support curriculum objectives.
  + Support and accompany pupils on offsite educational trips, ensuring safety, inclusion, and meaningful learning opportunities.
* **Support for the Curriculum:**
  + Support pupils in accessing a broad and balanced curriculum.
  + Use specialist knowledge to support learning in areas such as Phonics, Literacy, Numeracy, communication, and sensory needs.
* **Support for the School:**
  + Work collaboratively with teachers, SENDCo, and external professionals.
  + Maintain accurate records of interventions, behaviour incidents, attendance concerns, and pupil progress.
  + Promote safeguarding and wellbeing of all pupils, following school policies and procedures.
  + Participate in training and professional development relevant to the role, including safeguarding, behaviour management, and trauma-informed practice.

**Person Specification:**

**Essential:**

* HLTA status or equivalent qualification.
* Experience working with children with SEND.
* Strong communication and interpersonal skills, with the ability to communicate effectively with students of varying needs and abilities.
* Experience in supporting pupils with behavioural needs and implementing behaviour support plans.
* Understanding of safeguarding procedures and commitment to promoting pupil welfare.
* Ability to work independently and as part of a team.
* Confidence in delivering phonics and reading interventions in creative and engaging ways.
* Willingness to support practical learning and offsite activities to enrich pupil experiences.
* Build positive, trusting relationships with pupils who have SEMH needs and may be disengaged from learning, using trauma-informed and relational approaches to re-engage them in education.
* **Desirable:**
* Knowledge of specific SEND conditions (e.g., autism, ADHD, speech and language difficulties, SEMH).
* Experience with assistive technologies or alternative communication methods.
* Training in behaviour management techniques (e.g., Team Teach, de-escalation strategies).
* Experience supporting pupil attendance and working with pastoral teams.
* First aid training.