Deptford Park Primary School

HLTA – SEN Specialist Support – Application Pack

Welcome

Thank you for your interest in the role of **Higher Level Teaching Assistant (HLTA) – SEN Specialist Support** at Deptford Park Primary School. We are We are seeking an HLTA to join our team from December 2026 or January 2027, working with our classes for children with Severe Learning Difficulty (SLD).

At the heart of our school is a deep belief that children flourish when they feel known, safe and valued. Relationships and kindness underpin everything we do – in our classrooms, among our staff, with families and across our wider community.

Deptford Park is a school where every child is truly known, where families are warmly welcomed, and where staff work collaboratively to support one another. We believe that when children and staff feel respected and cared for, they are empowered to do their very best.

We are looking for people who have a passion for working with children with SLD and have experience and knowledge of the needs of children and young people with SLD/PMLD/ASD and complex needs.

Please click on the link for more details of The Constellation, our SLD Unit.

We warmly welcome applicants who share our commitment to a relational approach, teamwork, and a school culture where everyone feels they belong and there is shared ambition for every member of our community.

If you act with kindness, believe wholeheartedly in the potential of every child, and is excited by the opportunity to build something special together, we would be delighted to hear from you.

Salary Details

Scale 6 – Spine Point 18-20 (£38,748 - £39,915 Pro-rata for TTO)

Further information

If you are interested in joining the Deptford Park team, we would love to welcome you to our school so that you can experience first-hand what it is like to be part of our special community.

Visits to the school are strongly encouraged. Please contact our School Business Manager, Clare New, to make an appointment to view the school and meet our Headteacher: c.new@deptfordpark.lewisham.sch.uk.

Deptford Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (1974) and is subject to an enhanced disclosure from the Disclosure and Barring service. The successful candidate will also be subject to an overseas criminal record, qualifications and reference checks.

Deptford Park Primary School is an equal opportunities employer. We welcome applications from all members of the community, regardless of gender, age, marital status, disability, ethnicity, religion, belief or sexual orientation.

Please note: CVs will NOT be accepted as an application. Where possible, references will be taken up before interview.

Closing Date and Interviews

Closing date for completed application forms is **9am on Monday 30th November 2026**.

Interviews will take place on **Thursday 3rd December 2026.**

LONDON BOROUGH OF LEWISHAM JOB DESCRIPTION

Designation: Higher Level Teaching Assistant - Specialist Support **Grade:** Scale 6

Reports to (Designation): Headteacher/Class Teacher/SLD Lead Teacher **Hours:** 35 Hours Per Week

School: Deptford Park Primary School **TTO:** 39 Weeks Per Year

MAIN PURPOSE OF THE JOB

Plan, prepare, deliver, assess, report and mark learning activities for individuals/groups or short term for whole classes under an agreed system of supervision.

Ensure safeguarding is embedded in all aspects of practice and report concerns following school policy.

Responsible for the management and development of a specialist area within the school where required.

SUMMARY OF RESPONSIBILITIES AND DUTIES

SUPPORT FOR PUPILS

1. Assess the needs of pupils with SLD/PMLD/ASD and use detailed knowledge and specialist skills to support pupils' learning.

2. Plan and implement work programmes, including interventions, for individuals/groups.

3. Establish productive working relationships with pupils, acting as a role model and setting high expectations.

4. Assist with the development and implementation of Individual Educational Plans, Relational Support Plans, Personal Care Plans, Moving & Handling Plans and Medical Care Plans.

5. Promote the inclusion and acceptance of all pupils within the classroom.

6. Support pupils consistently, whilst recognising and responding to their individual needs, including help to manage self-regulation.

7. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.

8. Promote pupils' independence, self-esteem and confidence.

9. Employ strategies to recognise and reward achievement.

10. Provide appropriate feedback to pupils in relation to progress and achievement.

11. Where appropriate, attend to a pupil's personal needs and provide advice to assist in their social health and hygiene.

12. Provide intimate care for any child as required, in line with the school's Intimate Care Policy and individual Personal Care Plans.

13. Ensure specialist equipment, including hoists, is used safely per protocols.

14. Carry out pupil support according to medical protocols, including feeding, seizure care and hygiene.

15. Supervise pupils receiving school meals and packed lunches ensuring orderly conduct and good behaviour.

16. Promote and encourage healthy eating and balanced choices of food. Be aware of the varying dietary requirements of pupils for medical or cultural reasons.

17. Supervise pupils in the playground or within the building in the event of bad weather, ensuring that a safe environment is maintained and that the school's behaviour policy is adhered to.

18. Support and encourage the pupils' health and wellbeing and development of social interaction with each other throughout the school day.

SUPPORT FOR TEACHING AND LEARNING

19. Organise and manage appropriate learning environment and resources.

20. Use appropriate teaching and learning strategies to plan, prepare and deliver appropriately challenging teaching and learning objectives to

individuals/groups or short term for whole class, and adjust lessons/work plans as appropriate, under agreed systems of supervision.

21. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.

22. Administer and assess routine tests and invigilate exams/tests.

23. Use school tracking and monitoring systems to measure progress.

24. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

25. Be responsible for recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.

26. Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively and positively, promoting self-control and independence.

27. Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc, including Annual Reports and Annual Reviews.

28. Create and implement lesson plans, timetables, daily plans as appropriate.

29. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

30. Advise on appropriate deployment and use of specialist aids/resources/equipment.

SUPPORT FOR THE SCHOOL

31. Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security and data protection, reporting concerns to an appropriate person.

32. Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate.

33. Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.

34. Contribute to the overall ethos/work/aims of the school.

35. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

36. Take the initiative to develop appropriate multi-agency approaches to supporting pupils.

37. Lead for whole school in specialist area and share expertise and skills with others where required.

38. Recognise own strengths and areas of expertise and use these to advise and support others.

39. Liaise between leaders/teaching staff and teaching assistants.

40. Attend and participate in regular meetings.

41. Participate in training and other learning activities as required.

42. Supervise pupils on visits, trips and out of school activities as required.

43. To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.

EQUALITIES

44. Ensure implementation and promotion in employment and service delivery of the Council's equal opportunities policies and statutory responsibilities.

HLTA – SEN Specialist Support - Person Specification

JOB TITLE: Higher Level Teaching Assistant – SEN Specialist Support
GRADE: SCALE 6
SCHOOL: Deptford Park Primary School

Note to Candidates

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the shortlisting and interview process for this post.

Measured by:	A – Application I – Interview R - Reference	E - Essential D - Desirable
Knowledge		
Knowledge of the needs of children and young people with SLD/PMLD/ASD and complex needs.	A, I, R	E
Knowledge of successful "tried and tested" practices in the field of teaching children and young people with SLD/PMLD/ASD and complex needs.	A, I	E
Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation, including safeguarding.	A, I	E
Working knowledge and experience of implementing a school's curriculum and other relevant learning programmes.	A, I	E
Good understanding of child development and learning processes in respect to children and young people with SLD/PMLD/ASD and complex needs.	A, I	E
Understanding of statutory frameworks relating to teaching.	A, I	E
Understanding of classroom roles and responsibilities and your own position within these.	A, I	E
Working knowledge of physical care routines and personal needs of the children with SLD/PMLD/ASD, e.g. changing, toileting, supporting feeding etc.	A, I	D

Experience		
Experience working with children of different ages and abilities in a learning environment.	A, I	E
Experience of creating and maintaining effective relationships with children and adults.	A, I, R	E
Experience of working constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	A, I, R	E

Skills		
Proven ability to help plan, implement, record and evaluate work learning activities for pupils.	A, I, R	E
Excellent numeracy/literacy skills.	A, I	E
Good ICT skills to effectively support learning.	A, I	E
Excellent communication skills.	A, I	E
Excellent interpersonal skills.	A, I, R	E
Ability to relate well to children and adults.	A, I, R	E
Able to plan and implement learning programmes for groups or individuals.	A, I, R	E
Ability to self-evaluate learning needs and actively seek learning opportunities.	A, I	E

Education & CPD		
Meet Higher Level Teacher Assistant standards or equivalent qualification or experience.	A, I, R	E
Understanding of positive behaviour support and a relational support approach to behaviour.	A, I	E
Evidence of relevant training and evidence of successful implementation of what has been learned	A, I	E

Personal Qualities		
Constantly improve own practice/knowledge through self-evaluation and learning from others.	A, I	E
Enjoy working and being with children and young people with SLD/PMLD/ASD and complex needs.	A, I	E
Respectful of individual differences.	A, I	E
Commitment to implement the Council's Equal Opportunities policies.	A, I	E
Awareness of Equal Opportunities issues.	A, I	E

Circumstances

This post is exempt from the Rehabilitation of Offenders Act. Any criminal convictions will need to be declared if you are appointed. Candidates must demonstrate a commitment to promoting the safeguarding and wellbeing of children and young people.

Physical

Generally, candidates must meet the standard Lewisham requirements for the post.