



SEND HIGHER LEVEL TEACHING ASSISTANT RECRUITMENT PACK



Welcome
Page 2

Gifford Primary
Page 3/4

Person Specification
Page 5

Job Description

- Required: 1st September 2026
- Salary: Grade 7 SCP 23-25 (£31,677.00 - £32,519.00 pro rata) Term Time Only
- Location: SEND Hubs
- Monday – Friday 8.30am – 3.30pm (32.5 hours per week)
- Closing date: Friday 26th June 2026 at 9.00am
- Interview date: Friday 3rd July 2026

Welcome



HEADTEACHERS MESSAGE

Dear Applicant,

Thank you for showing an interest in the position of SEND Higher Level Teaching Assistant (SEND HLTA) at Gifford Primary School. Gifford Primary School is a popular four-form entry school. Located in the London borough of Ealing.

We are seeking an enthusiastic and visionary SEND HLTA to join our exceptional team. In this role, you will drive ambitious initiatives, enhance our educational practices, and contribute to a thriving learning community. You will be a key player in implementing forward-thinking strategies in a collaborative team environment.

At Gifford we are committed to making a real difference in the lives of our pupils. We pride ourselves on being a forward-thinking school that embraces innovation and values a "have-a-go" attitude. Our dynamic environment offers a platform for ambitious professionals who are eager to shape the future of education and lead our school to new heights.

Visits to the school are essential. To arrange a visit please contact the HR team on 020 8845 4661 or email HR@gifford.ealing.sch.uk. We look forward to hearing from you.

Yours faithfully,

Charlotte Cadman
Head of School

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What is Gifford Like?



"A culture of high academic aspiration and a shared drive for success permeates the school. Through the curriculum, pupils are taught about the contributions to society made by a diverse range of historical and modern-day prominent figures.

The school encourages pupils to believe they too can make a positive difference in the world. Academic achievement and pupils' personal development are equally prioritised. Pupils and school staff work together to create a programme of regular enrichment experiences. The '11 by 11' programme includes expressive arts activities, public speaking exercises and careers guidance. Older pupils enthusiastically support those who are younger. Pupils behave maturely. They treat each other with great care, kindness and respect.

The school encourages pupils to share their views. Elected members of the 'Gifford Government' gather and share the opinions and suggestions of their classmates in order to improve the school further. For example, the play area was extended following feedback from pupils in Years 1 and 2. Pupils are happy here."

Ofsted Quote May 2024

What we are looking for

Pupils are at the heart of all we do



Are you:

- Ambitious?
- An inspirational SEND HLTA?
- Passionate about making a difference?
- Someone who really cares about children?
- Continually looking for ways to improve your practice?
- Willing to work hard to uphold the schools exceptional provision?
- A positive team player?
- Someone with a can-do attitude?
- Excited by a challenge and full of great ideas?

If this is you, then Gifford is the place for you!

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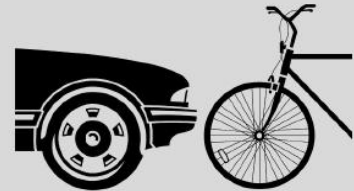
What's great about working at **Gifford Primary School?**



**Creative approaches
to the curriculum**



**Excellent CPD
opportunities for all
staff at all levels of
their careers**



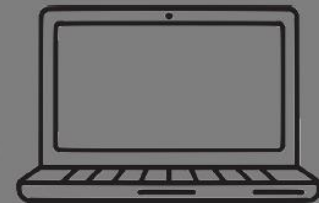
**Well resourced
facilities including free
parking on site and
cycle to work scheme**



**Supportive employee
assistance programme
for all**



**A diverse,
multicultural and
stable staff team**



**PPA for all teaching
staff exceeds the
national expectations**



**Inner London Salary
& Local Government
Pension Scheme**



**Staff wellbeing and
workload balance is
fundamental to our
approach**



**An extensive support
team of highly skilled
experienced
professionals**

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Person Specification

| Qualifications and training | | Essential | Desirable |
|------------------------------------|---|-----------|-----------|
| 1.1 | Good numeracy and literacy skills | ✓ | |
| 1.2 | Experience of working with relevant age groups within a learning environment | ✓ | |
| 1.3 | Experience of working with children with complex and profound additional needs. | ✓ | |
| 1.4 | Experience of general clerical/administrative work | ✓ | |
| 1.5 | Experience in a relevant discipline | ✓ | |
| 1.6 | Training in SEND and relevant strategies | | ✓ |

| Professional knowledge, understanding, skills and attributes | | Essential | Desirable |
|---|--|-----------|-----------|
| 2.1 | Strong organisational, interpersonal and communication skills. | ✓ | |
| 2.2 | Good keyboard skills and knowledge of relevant ICT packages. | ✓ | |
| 2.3 | Ability to use your own initiative to identify issues, problem solve and implement solutions. | ✓ | |
| 2.4 | Knowledge of relevant policies and codes of practice and awareness of relevant legislation. | ✓ | |
| 2.5 | Able to use basic ICT including computer, audio video equipment and photocopier. | ✓ | |
| 2.6 | Ability to work quickly and efficiently with minimum supervision. | ✓ | |
| 2.7 | Ability to observe, monitor and provide constructive feedback on pupils' progress. | ✓ | |
| 2.8 | Ability to provide necessary personal care to children. | ✓ | |
| 2.9 | Ability to successfully complete first aid training as required. | ✓ | |
| 2.10 | Ability to relate well to children and adults. | ✓ | |
| 2.11 | Ability to work constructively as a team, understanding school roles and responsibilities and the post holder's position within these. | ✓ | |
| 2.12 | Ability and willingness to self-evaluate learning needs and actively seek learning opportunities. | ✓ | |
| 2.13 | To be responsible for promoting and safeguarding the welfare of children and young people within the schools. | ✓ | |
| 2.14 | Ability to understand roles of parents and carers in pupil learning and demonstrate ability to liaise with them sensitively and effectively. | ✓ | |
| 2.15 | Ability to stay calm and be patient and understanding when dealing with children. | ✓ | |
| 2.16 | An understanding of classroom roles and responsibilities. | ✓ | |
| 2.17 | An ability to understand the principles of child development and learning processes and in particular barriers to learning. | ✓ | |
| 2.18 | To be able to deal with inappropriate behaviour in a calm and non-judgemental way following school guidance. | ✓ | |

| Commitment | | Essential | Desirable |
|-------------------|---|-----------|-----------|
| 3.1 | Demonstrate a commitment to safeguarding and child protection. | ✓ | |
| 3.2 | Willingness to attend occasional meetings outside of normal office hours. | ✓ | |
| 3.3 | Relating positively to and showing respect for all members of the school and wider community. | ✓ | |
| 3.4 | Promoting the school's vision and ethos. | ✓ | |
| 3.5 | Willingness to have an enhanced DBS check. | ✓ | |

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Job Description

Main purpose of the job

- To work under the guidance of the SEND team in the planning and implementation of provision with individuals, groups of pupils or the whole class to promote effective teaching and learning for pupils who have additional needs and multi barriers to learning.
- To provide general support to the SEND team in the management and organisation of the pupils and the classroom ensuring appropriate support for each pupil dependant on their individual planned needs which will require working closely with other professionals such as speech therapists and/or physiotherapists.
- To use behaviour management strategies in line with the schools policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs.
- To assist the SEND team in creating and maintaining a purposeful, orderly and supportive learning environment for all pupils particularly helping to overcome barriers to learning, including physical, emotional and behavioural difficulties.
- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

Main duties and responsibilities

Support for pupils:

- To create working relationship with the pupils, acting as role model and setting high expectations.
- To support pupils learning in the most effective way working with multidisciplinary teams in order to promote the learning objectives of each pupil.
- To assist the pupils with personal care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance.
- To support pupils through the delivery of specific learning programmes and to contribute to setting individual education plan (IEP) targets and to IEP reviews.
- To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in appropriate activities based on their age and special needs.
- To have a knowledge of complex special needs and being able to use appropriate programmes such as Makaton, communicate in print and colourful semantics.
- To recognise that pupils may have communication difficulties and to be able to use alternative communication techniques if required. (Visuals, now and next boards etc).
- Working closely with the SEN team and other professionals, following their designed programme for individual pupils i.e. occupational health, speech therapists and physiotherapists.
- To deliver an appropriate curriculum adapted to the needs of the children, including, literacy, numeracy and ICT.

Support for the SEND Team:

- To work closely with the SEND team to assist in the planning, development and delivery of all areas of the curriculum.
- As required, to prepare the classroom/outside areas for lessons, ensuring that resources and equipment are available and cleared away at the end of the lessons as appropriate.
- To work on classroom displays following consultation with the SEND team.

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- To observe, monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies determined by the SEND team.
- To be able to adopt a flexible approach to meet the varied needs of the pupils in the classroom and participate in any physical activities as appropriate.
- To administer and mark routine tests under the guidance of the SEND team and in line with the school's marking policy.
- To provide objective and accurate feedback and reports to the SEND team and to other professionals as necessary.

Support to the school:

- To work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and or others.
- To attend relevant meetings and participate in training opportunities and professional development as required.
- To provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- To plan, prepare for and accompany staff and pupils on visits, trips and out of school activities as required within contracted hours and to take responsibility for pupils and their individual needs under the supervision of the teacher.
- To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties.
- To be able to follow the programme of medication for individual pupils as required.
- To assist in the training and development of other staff.
- To adhere to school health and safety policy including risk assessment and safety systems.
- To adhere to school policy on equality and diversity.

Support for the curriculum:

- To assist in the development of basic literacy, numeracy and ICT skills and support the use of these learning activities as directed by the SEND team.
- To help adapt and plan the development of resources necessary to lead learning activities, taking into account complex and profound learning difficulties as well as pupils' interests, language and cultural backgrounds.
- Undertake broadly similar duties commensurate with the level of the post as required by the headteacher.

Other:

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

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