

Higher Level Teaching Assistant (HLTA)

Grade: 4 (HLTA)

Line Manager: Head of Enhanced Resource Provision / Headteacher

Hours: 35 per week, Term-Time Only

Location: John Shelton Primary School – Enhanced Resource Provision (The COR)

Purpose of the Role

To provide high-quality support and teaching that enables pupils within the ERP and wider school to access an ambitious and inclusive curriculum, make meaningful progress, and develop independence. (The Enhanced Resource Provision is a newly built base for 10 children with learning and cognition needs)

The postholder will plan, deliver and evaluate learning experiences—including taking responsibility for agreed “specified work” with individuals, groups and whole classes—while ensuring each pupil’s social, emotional and academic needs are met through a nurturing, structured approach.

They will consistently model and promote the core values of The COR – Respect, Resilience and Responsibility – fostering a positive climate where every pupil feels safe, valued and ready to learn.

Key Responsibilities

Supporting Pupils and Learning

- Work closely with class teachers to **support high-quality teaching and learning** for all pupils, including those with additional needs.
- Provide targeted **in-class and small-group support**, using adaptive and inclusive strategies to remove barriers to learning.
- Foster positive relationships that promote **confidence, self-regulation and independence**, encouraging pupils to take responsibility for their own progress.
- Support pupils’ social, emotional and communication development through modelling, encouragement, and structured interventions.
- Assist with classroom organisation, preparation of resources (including assistive technology), and maintenance of a purposeful learning environment.
- Promote **pupil engagement** through positive reinforcement, clear routines and relational approaches that reflect John Shelton’s values.

Delivering and Leading Learning (HLTA Element)

- Under the direction of the Head of the Enhanced Resource Provision/ERP teacher, **plan and deliver lessons or sequences of learning** for individuals, groups or whole classes, adapting activities in the moment to meet pupils' needs.
- **Assess, record and report** on pupils' progress and attainment, providing accurate feedback to the teacher to inform next steps.
- Use assessment information and observation to adapt support and ensure interventions lead to measurable progress.
- Contribute to curriculum enrichment by sharing specialist skills or leading short-term projects or booster groups.
- Support, coach and model effective practice for teaching assistants and volunteers within the ERP.

SEND, Interventions and Multi-Agency Work

- Implement and monitor **specialist programmes** (e.g. Speech & Language Therapy, Occupational Therapy, Educational Psychology recommendations), evaluating impact and adjusting strategies accordingly.
- Contribute to and implement **Individual Support Plans (ISPs)**, Behaviour Plans and Personal Care Programmes, promoting pupils' wellbeing and independence.
- **Liaise professionally** and sensitively with parents, carers and external professionals, contributing to review meetings and multi-disciplinary discussions.
- Maintain high standards of **record keeping** and confidentiality in line with safeguarding and data protection policies.
- Participate in continuous professional development to maintain expertise in **inclusive practice, communication and SEMH support**.

Inclusion, Behaviour & Personal Care

- Promote positive behaviour and inclusive / trauma informed practices ; support personal care routines and, where trained, first aid/medication.
- Supervise pupils before/after school (if required) and at lunchtimes; support PE, swimming and educational visits.

Safeguarding, Compliance & Professional Learning

- Uphold Keeping Children Safe in Education (KCSIE) and school safeguarding policies; maintain confidentiality and accurate records; follow Health & Safety, Equality and Data Protection requirements.
- Engage in ongoing CPD, coaching and meetings; adapt practice in line with feedback.

Values

- Respect – uphold dignity, build trust with families and professionals, and celebrate each child's voice and identity.



John Shelton Community Primary School



- Resilience – stays calm under pressure, problem-solve and adapt to needs, insist on high expectations.
- Responsibility – take ownership for safeguarding, accurate record-keeping and modelling #theJSway.

Person Specification

Category	Essential Criteria	Desirable Criteria
Qualifications & Training	<ul style="list-style-type: none"> • HLTA status (or equivalent qualification/experience e.g Level 3 TA qualification with experience or degree with experience) • Good standard of literacy and numeracy (GCSE English and Maths, or Level 2 equivalent) • Evidence of continuing professional development (CPD) 	<ul style="list-style-type: none"> • Additional SEND-specific training (e.g., Autism, SEMH, Speech & Language) • First Aid qualification • Coaching/mentoring qualification or experience
Experience	<ul style="list-style-type: none"> • Proven success supporting primary-age pupils, including those with Autism, speech & language needs and learning difficulties • Experience in managing and supporting positive behaviour • Ability to plan and deliver learning activities for individuals, small groups, and whole classes • Demonstrated impact on pupil progress through intervention work 	<ul style="list-style-type: none"> • Experience coordinating interventions or programmes (e.g., ELSA, Zones of Regulation, Nurture) • Experience supporting children within an Enhanced Resource Provision or similar specialist setting
Knowledge & Understanding	<ul style="list-style-type: none"> • Strong understanding of inclusive pedagogy and differentiated teaching approaches • Clear understanding of safeguarding responsibilities and Keeping Children Safe in Education (KCSIE) • Awareness of strategies to support SEMH and communication needs 	<ul style="list-style-type: none"> • Understanding of trauma-informed and attachment-aware practices • Familiarity with Coventry SEND Graduated Approach and EHCP processes
Skills & Abilities	<ul style="list-style-type: none"> • Skilled communicator (written and verbal) • Organised, proactive, and able to manage workload independently 	<ul style="list-style-type: none"> • Experience delivering training or modelling strategies to colleagues

	<ul style="list-style-type: none"> • Confident use of ICT to support learning and record keeping • Able to build strong relationships with pupils, parents, and professionals • Reflective and solution-focused in approach to challenges 	<ul style="list-style-type: none"> • Skilled in adapting resources for specific learning or sensory needs
<p>Personal Qualities & Values</p>	<ul style="list-style-type: none"> • Positive, nurturing, and patient manner • High expectations of self and others • Emotionally resilient and calm under pressure • Demonstrates and promotes John Shelton's values: Respect, Resilience, Responsibility • Committed to teamwork, professional growth, and safeguarding every child • Sense of humour 	<ul style="list-style-type: none"> • Enthusiasm for contributing to the wider life of the school and ERP community

Safer Recruitment

This role is subject to KCSIE pre-employment checks, including an enhanced DBS and online searches where applicable. We are committed to equal opportunities, child protection, health & safety and data-protection compliance.