



Kelmscott School

"Putting Learning First"

KELMSCOTT SCHOOL JOB DESCRIPTION

Post: Higher Level Teaching Assistant (HLTA)

Hours: 36 per week, Term time only

Scale: NJC Scale 5

Responsible to: SENDCO / Assistant SENDCO

Responsible for: N/A

Job Purpose:

- Promote student independence, self-esteem and social inclusion.
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.
- Identify and support individual students' needs and provide appropriate support and resources under the guidance of the SENCO.
- Work with class teachers to raise the learning and attainment of pupils.
- Plan, co-ordinate, deliver and review interventions/lessons to small groups of pupils with SEND, within a particular area (Literacy/Numeracy, Speech and Language, or SEMH).
- Lead on a particular year group, supporting TAs within the team to complete their keyworker role effectively
- Oversee the work, where relevant, of other adults in supporting learning.

Duties & Responsibilities

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND).
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe pupil performance and pass observations on to the SENCO.

- Use ICT skills to advance pupils' learning.
- Co-ordinate effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Use area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their own role in learning activities.
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how to support the inclusion of pupils in learning activities.
- Plan, structure and tailor targeted intervention sessions for small groups of students to address specific learning gaps and support diverse academic needs.
- Deliver high-quality, engaging small group interventions, adapting delivery in real time to maximise student participation, confidence and progress.
- Assist and participate in the delivery of out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Keyworker Responsibilities

- Meet with assigned key students on a regular, structured basis to monitor their well-being, academic progress and overall school experience.
- Act as a dedicated advocate for assigned students across the school, ensuring their voices are heard and that their specific learning and emotional needs are understood and met by subject teachers and wider staff.
- Oversee, update and maintain accurate One Page Profiles (OPPs) and Individual Education Plans (IEPs) for key students, ensuring targets are relevant and measurable.
- Contribute actively to the statutory Education, Health and Care Plan (EHCP) review process, including compiling progress reports, gathering student feedback and attending review meetings.
- Serve as the primary point of contact for families, establishing regular, proactive communication to share updates, celebrate successes and address concerns collaboratively.
- Organise, prepare for and lead meetings with parents and carers to discuss student development, individual targets and support strategies.
- Communicate efficiently with external professionals (such as educational psychologists, speech and language therapists, health workers and social care teams) to ensure integrated provision.
- Monitor key students closely to identify shifting needs, initiating internal or external referrals to specialist services or leadership when additional support is required.

Year Group Leadership and Responsibilities

- Ensure TAs within the allocated year group team know how to complete relevant Assess, Plan, Do, Review (APDR) paperwork.
- Ensure TAs within the allocated year group team understand their role outside the classroom
- Check the completion of relevant APDR paperwork within the allocated year group
- Quality check APDR paperwork, make improvements where necessary and refer on any concerns
- Refer on any complicated cases or students who may need an Education, Health and Care Plan (EHCP) to SEND leadership.

- Contribute to the collection of evidence required for any referrals, including for EHC needs assessments
- Ensure completion of APDR paperwork where there are staffing gaps
- Act as a keyworker to students who are temporarily without one due to staffing changes
- Work with the SEND and wider year group team to review progress of the cohort, planning for and acting on any recommended changes to provision

Coordination of intervention within a specialist area of SEND

Depending on the candidate's area of expertise and departmental allocation, this role will lead on one of the following pathways: Literacy & Numeracy, Speech and Language, or Social, Emotional, and Mental Health

- Carry out targeted screeners, diagnostics, and profiling assessments (e.g., reading age metrics, speech and language screeners, or SEMH profiles such as Boxall or Thrive) to establish baseline data and identify students requiring monitoring, intervention, or specialist referral.
- Manage a dedicated caseload of students receiving specialist support, conducting regular pre- and post-intervention evaluations to measure academic, communicative, or social-emotional progress.
- Act as the primary link person between external specialist services (e.g., Speech and Language Therapy teams) or internal teams (e.g., ELSA-trained staff), maintaining accurate records and advising teachers on individual student profiles and appropriate classroom reasonable adjustments.
- Work collaboratively with specialist teams to train and upskill school staff on how to properly set up, resource, and deliver intervention strategies.
- Source and book suitable, quiet, or secure spaces across the school for session delivery, and coordinate staffing schedules to ensure full intervention coverage.
- Proactively communicate with subject teachers, form tutors, and affected staff regarding student extraction to ensure smooth timetabling and minimal disruption to learning.
- Inform families and students directly about intervention arrangements, target goals, expectations, and provision details.
- Maintain accurate registers (including SIMS), monitor student attendance and engagement closely, and compile clear, strategic reports and recommendations following the completion of intervention cycles.

Working with Colleagues and Other Relevant Professionals

- Communicate effectively with other staff members and pupils, and with parents and carers.
- Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision-making can take place on intervention and provision.
- Keep relevant professionals accurately informed of performance and progress or concerns regarding the pupils they work with.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Develop effective professional relationships with colleagues.

Wider Responsibilities

- Contribute to the overall ethos/work/aims of the school.
- Provide administrative support within the SEND department.
- Cover for absent colleagues within the SEND department.
- Undertake supervision and tutorial duties around the school.
- Support pupils in their personal care.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Administer and assess/mark tests and invigilate exams/tests.

General

1. The post-holder must carry out his or her duties with full regard to the School's Health and Safety, Equal Opportunities, GDPR and Safeguarding Policies.
2. The post-holder will participate in the school's performance management process and professional development opportunities.
3. The post-holder should have knowledge of and compliance with all school policies and procedures.
4. To play a full part in the life of the school community, supporting its distinctive mission and ethos, and encouraging and ensuring staff and students adhere to school expectations.
5. The post-holder will perform any such duties as are within the scope and the spirit of the job purpose, the title of the post, and its grading.
6. Be responsible for student behaviour and welfare in public places during break, lunch, change of lesson and at the beginning and end of the school day.
7. Participate in professional development opportunities and demonstrate a willingness to develop additional skills and expertise.
8. Keep up to date with current educational developments and legislation affecting your area of expertise.
9. To respect the confidential nature of information relating to the school, students and customers.
10. Treat students, parents and colleagues fairly, equitably and with dignity and respect.

This job description is subject to regular review and can be amended in line with the pay grade.

Higher Level Teaching Assistant (HLTA)

NJC Scale

Person Specification

1. Experience

- a) Substantial experience working with children and young people of the relevant age group in an educational or learning setting.
- b) Proven track record of planning and delivering a diverse range of learning activities aligned with the job description.
- c) Demonstrated ability to manage a complex, varied, and demanding workload under tight deadlines.
- d) Evidence of working independently using own initiative and working unsupervised, including taking charge of groups or whole classes.
- e) Working knowledge of school Management Information Systems (e.g., SIMS).

2. Education and Training

- a) Higher Level Teaching Assistant (HLTA) status, or equivalent professional qualification or relevant experience.
- b) Excellent numeracy and literacy skills, equivalent to GCSE Grade 4/C or NVQ Level 2 in English and Mathematics.
- c) Formal training in relevant learning strategies (e.g., structured literacy or numeracy interventions).
- d) Specialist skills or training in a specific curriculum or learning area (e.g., ICT, EAL/bilingual support, or British Sign Language).

3. Skills

- a) Ability to use ICT effectively as an instructional and administrative tool to enhance pupil learning.
- b) Full working knowledge and practical application of relevant school policies, national codes of practice, and educational legislation.
- c) Working knowledge and hands-on experience implementing the National Curriculum and targeted learning programs.
- d) Solid understanding of child development stages, learning processes, and effective behaviour management.
- e) Understanding of the statutory frameworks relating to teaching, classroom management, and pupil progress.
- f) Strong interpersonal skills with the ability to relate exceptionally well to both children and adults.
- g) Ability to work constructively as part of a team, demonstrating a clear understanding of classroom roles, responsibilities, and team hierarchy.
- h) Commitment to constantly improving own practice through self-evaluation, peer observation, and reflective learning.
- i) Ability to organize, lead, and motivate a team of support staff or small project groups.

11. Personal Qualities

- a) Good attendance and punctuality.
- b) Hard working, flexible and reliable.
- c) Honesty and integrity
- d) Initiative.
- e) Good personal presentation.
- f) Able to cope under pressure/deal with stressful situations.
- g) A genuine commitment to and liking for young people, and high expectations for their progress and welfare.
- h) A desire to be involved in the life of the school generally.
- i) A commitment and willingness to continue one's own professional development and that of colleagues.
- j) An understanding of and a commitment to the promotion of equality of opportunity in all aspects of school life.

5. Safeguarding

A demonstrable commitment to ensuring young people stay safe, an understanding of good practice in relation to this and the implications for this post.