



Job Description

Job Title	Higher Level Teaching Assistant
Department	The CHASE
Reporting to:	Specialist Provision Lead – The CHASE
Main Purpose of the role	
<p>To work alongside the Specialist Provision Lead to manage the personalised education of Learners with SEND.</p> <p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To deliver small group interventions for social communication, fine motor skills and wellbeing under the direction of the departments therapy team.</p> <p>To support the Learners, Tutors and the department to raise standards of achievement for all. To utilise advanced levels of knowledge and skills to assist with planning, monitoring, assessing and managing groups of students. To encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of college life.</p>	
Key Tasks / responsibilities:	
<p>The specific duties of the HLTA will be determined by the Specialist Provision Lead and will depend upon the needs of the department.</p> <p>Monitoring and Assessment</p> <ul style="list-style-type: none"> • Under the guidance of the Specialist Provision Lead, maintain and analyse records of student progress. • Liaise with professional or specialist support staff involved in the student's education, including social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists. • Evaluate student progress and assess student's responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs. • Prepare reports of student progress for end of year reports to parents and annual reviews of EHCPs. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Plan and prepare small class interventions lessons • Develop and prepare resources for intervention lessons in accordance with lesson plans and in response to learner need. • Motivate and progress student's learning by using clearly structured, interesting teaching and learning activities. • Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom. 	

- Use behaviour management strategies, in line with the colleges policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- In accordance with arrangements made by the Specialist Provision Lead, progress the learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Contribute to/lead meetings with parents to provide constructive feedback on learner progress, achievement and behaviour, always maintaining sensitivity and confidentiality.

Mentoring, Supervision and Development

- Support and guide other less experienced learning support workers, work in the classroom when required and lead training for other learning support workers.
- Contribute to the overall ethos, work and aims of the college by attending relevant meetings and contributing to the development of policies and procedures within the college. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- Understand and implement Safeguarding procedures and comply with legal responsibilities.
- Provide support and assistance for learners' pastoral needs in conjunction with Student Services.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their young person's attendance, access and learning, and supporting home to school and community links.
- Supervise learners at times other than during lessons according to the college's duty arrangements.

Other Duties

- This job description is not an exhaustive list. The post holder may be required to undertake other duties commensurate with their role as directed by the Specialist Provision Lead.
- An annual review of this job description and allocation of responsibilities will take place as part of the Performance Appraisal Policy

Role Dimensions

- Reporting to SGS Chase Specialist Provision Lead

Key Interfaces

- Students
- Parents of students (both existing and prospective)
- Internal and External therapy professionals
- Teaching Staff
- Specialist Provision Manager/Provision & Curriculum Lead
- All Chase Specialist tutors, Higher Level Teaching Assistants, Learning Support Workers and Administrator.
- Wider College Courses/MIS/Student Services etc.

Supporting SGS Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS are expected to actively support the achievement of the college and, at all times, both internally and externally, to behave in a manner consistent with SGS's mission and values.

This means:

- Performing your role and delivering your service in a way that helps SGS achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.

<ul style="list-style-type: none"> • Promoting the image of SGS as one that is committed to the highest standards of delivery and service. • Sharing SGS's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. • Sharing and prioritising the effective implementation of the Equality and Diversity Policy. • Promoting and implementing best practice in Health and Safety, 					
Measurable Performance Standards for this role					
The responsibilities of the post are to be performed in accordance with: <ul style="list-style-type: none"> • SGS Performance Appraisal Policy 					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Deanna Wilkins			10/6/25		
Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of SGS change, so the above job profile, duties and location of the role within SGS may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

HLTA The CHASE

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Vocational Qualifications framework	✓		Application
HLTA qualification – or commitment to achieve SEND qualification		✓	Application
Evidence of commitment to Continuing Professional Development	✓		Application
Further qualifications related to special educational needs		✓	Application
Experience and knowledge			
Proven track record and recent experience of working within SEND learners	✓		Application/Interview
Experience of delivering interventions to small groups.		✓	Application/Interview
Experience of delivering English and/or Maths to groups or whole class		✓	Application/Interview
Experience of working to class teachers plans and working with a range of assessment tools.		✓	Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of learners	✓		Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of learners with SEND	✓		Application/Interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview
Experience of working alongside external providers/outside agencies within a school environment		✓	Application/Interview
Skills and abilities			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for pupils, young people and families	✓		Application/Interview
Able to relate and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire, motivate and support learners, parents and staff	✓		Application/Interview
Able to build and develop teams capable of achieving excellence in goals and objectives	✓		Application/Interview
Excellent written and communication skills	✓		Application/Interview
Well-developed IT skills	✓		Application/Interview

Criteria	Essential	Desirable	Assessed by
High level of organisational and planning skills	✓		Application/Interview
Flexible in adapting to the teaching approaches used at The CHASE	✓		Application/Interview
Able to work effectively with staff colleagues, Governors and Trustees	✓		Application/Interview
Essential attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	✓		Application/Interview
Influencing skills: The ability to persuade others	✓		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	✓		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	✓		Application/Interview
Circumstances of role			
A willingness to support out of hours activities i.e. Open Events, field trips etc.		✓	Application/Interview