

Higher Level Teaching Assistant Job Description

Reporting to: Curriculum and Progress Manager

Salary: Grade 7, SP 28, Term time only - £27,061.05

Hours: 37.5 hours per week – 6-month temporary contract

Job Purpose

The Higher-Level Teaching Assistant (HLTA) will work closely with Tutors to support high quality teaching, learning, and progression for learners with Special Educational Needs and Disabilities (SEND). The postholder will help deliver accredited and non-accredited learning programmes, promote independence, and ensure learners are supported to achieve their personalised targets and EHCP outcomes. This role is suitable for applicants who already hold PTLLS or are committed to working towards it as part of their development.

Key responsibilities & Duties

Teaching, Learning & Assessment

- Support Tutors with planning, preparing and delivering high quality, engaging learning sessions.
- Lead small group or one to one learning activities as directed.
- Develop, adapt, and prepare learning resources appropriate for SEND learners.
- Encourage and support learner participation, independence, and progress.
- Assist with ongoing assessment, feedback, and recording of learner progress.
- Support Tutors with learner portfolios, evidence gathering, and progress tracking.

Learner Support

- Promote and model independence, communication, and functional life skills.
- Support learners with emotional regulation, communication needs, and behaviour using consistent strategies.
- Provide individualised support to help learners access and engage in learning.
- Support personal care needs where required (training provided).
- Foster a positive, inclusive, and safe learning environment.

Collaboration & Professional Practice

- Work closely with Tutors, Learning Assistants, Therapists, and other staff to ensure consistent support for learners.
- Contribute to curriculum development and continuous quality improvement.

- Attend team meetings, training sessions, and professional development, including undertaking PTLLS if not yet achieved.
- Uphold professional standards, confidentiality, and communication practices.

Benefits

- Supportive team environment with strong SEND expertise.
- Opportunity to contribute to an innovative and expanding curriculum.
- Meaningful work supporting learners to achieve independence and prepare for adulthood.

General

- To attend and abide by all safeguarding training and practices as set out in the Organisation's policies and procedures and to notify line managers of any suspected safeguard issues.
- Comply with Camphill Wakefield's policies and procedures at all times.

Safeguarding and SEND Responsibilities

- Work in a manner that supports the college's safeguarding policies and promotes the welfare of young people and vulnerable adults.
- Demonstrate patience, understanding, and respect when working with students with a range of special educational needs and disabilities.
- Always maintain professional boundaries and confidentiality.

Additional Information

There may be times when you will be required to undertake additional tasks, duties and responsibilities within your capabilities and may be asked to undertake an alternative job on a temporary basis. However, you will not ordinarily be assigned to duties or required to perform services which you cannot reasonably perform or are outside the range of your normal skills and experience.

This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and the post holder may be required to undertake additional duties as required.

Qualifications, Skills & Competencies:

Criteria	Essential / Desirable?	How Assessed?
Knowledge & Understanding: • HLTA status or equivalent experience within SEND, FE, or specialist provision. • English and Maths at GCSE Grade C/Level 4 or above (or equivalent functional skills qualifications). • Experience supporting learners with SEND, including those with communication, sensory, or behaviour needs. • Experience in a vocational, FE, or adult learning environment. • Knowledge of EHCPs, outcome-based planning, and progress tracking. • Experience delivering learning activities independently.	Essential Essential Essential Desirable Desirable Desirable	
Skills & Abilities: • Ability to take the lead with small groups or during planned Tutor absence.	Essential	
Personal Attributes: • Strong communication, teamwork, and organisational skills. • Commitment to inclusive, person-centred practice. • Willingness to undertake PTLLS if not already qualified.	Essential Essential Essential	

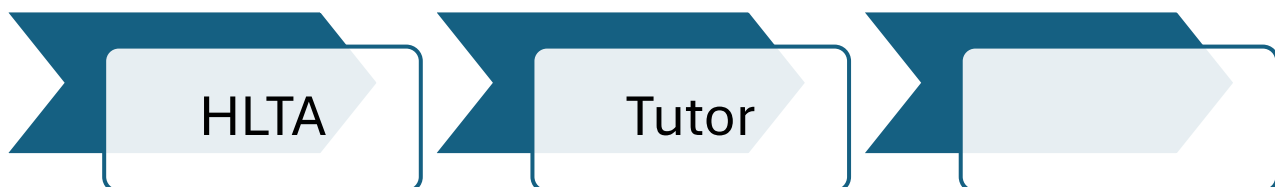
Progression Route:

Your development and progression are discussed regularly during 1:1 meetings with your manager. These conversations are an opportunity to reflect on your progress, talk about your goals, and agree what success looks like for the year ahead.

If you achieve all of your agreed appraisal objectives over a full yearly cycle, you may be eligible for a financial reward as part of the annual review process.

If you consistently go above and beyond the expectations of your current role—by developing skills and demonstrating behaviours aligned with the next role level—you may also be considered for role progression. This is based on sustained performance and showing readiness to take on additional responsibilities.

We encourage open conversations about career aspirations, and progression decisions are always made with individual growth and business needs in mind.



By achievement:

Following achievement of annual appraisal objectives, including:

- Completion of PGCE qualification.
- Minimum of 2 years delivery experience
- SEND specific CPD

Subject to business need