

Job Description

Job Title:	(Temporary) - Senior Teaching Assistant - HLTA SEND Enhanced provision lead.
Directorate:	Children and Family Services
Grade	Level 7 (Gauge Ref: N419)

Job Purpose

To create, develop and lead an enhanced SEND provision that provides targeted, inclusive and personalised support for pupils with additional needs. The postholder will work alongside teaching staff, the SENDCo and wider school team to identify and respond to individual pupil needs, ensuring that pupils are supported to access learning, develop independence, build confidence and make meaningful progress.

The role will involve delivering and leading targeted interventions, providing specialist support both within the classroom and through planned withdrawal sessions, and contributing to the assessment, monitoring and evaluation of pupil progress. The postholder will use their Level 7 expertise to develop effective strategies, resources and approaches that strengthen the school's SEND provision and promote positive outcomes for pupils.

The postholder will also provide guidance and support to colleagues, contribute to the development of inclusive practice, and play a key role in ensuring that the enhanced provision is responsive, evidence-informed and aligned with the school's SEND priorities and wider provision.

Key Duties / Responsibilities

- **Create, develop and lead the enhanced SEND provision**, ensuring it provides a safe, inclusive, structured and purposeful learning environment that responds to the individual needs of pupils.
- **Lead the day-to-day delivery of the enhanced provision**, establishing clear routines, expectations and personalised approaches that promote engagement, independence and positive behaviour.
- **Identify and respond to individual pupil needs**, working closely with the SENDCo, teachers and other relevant professionals to ensure appropriate support and provision is in place.
- **Provide targeted support within the classroom and through planned withdrawal sessions**, enabling pupils to access the curriculum and develop their academic, social, emotional and communication skills.
- **Plan, deliver and evaluate targeted interventions**, adapting provision and approaches in response to pupil progress, need and assessment information.
- **Use assessment and observational information to monitor pupil progress**, identify barriers to learning and contribute to the evaluation and development of SEND provision.
- **Develop and implement personalised strategies, resources and approaches** to support pupils with SEND, promoting their engagement, confidence, communication, independence and participation in school life.
- **Work collaboratively with teaching staff** to develop inclusive classroom practice and ensure that reasonable adjustments and appropriate strategies are consistently implemented.
- **Provide guidance, modelling and support to colleagues** in relation to effective SEND strategies, approaches and interventions, sharing knowledge and expertise appropriately.

- **Contribute to the review and development of individual support plans, provision maps and other SEND documentation**, providing relevant evidence and information regarding pupil needs and progress.
- **Work closely with the SENDCo and wider pastoral and inclusion teams** to ensure a coordinated approach to identifying need, planning provision and reviewing outcomes.
- **Liaise appropriately with parents and carers and relevant external professionals**, contributing to effective communication and collaborative approaches to supporting pupils.
- **Promote positive relationships, emotional wellbeing and independence**, using consistent and appropriate approaches to support pupils' behaviour, regulation and engagement.
- **Maintain accurate records of interventions, support, pupil progress and significant observations**, ensuring information is communicated appropriately and confidentially.
- **Contribute to the development of the school's wider SEND practice**, identifying areas for improvement and supporting the implementation of agreed strategies, initiatives and priorities.
- **Ensure the enhanced provision remains responsive and evidence-informed**, reviewing its effectiveness and making recommendations for its ongoing development.
- **Safeguard and promote the welfare of pupils**, following school policies and procedures relating to safeguarding, health and safety, behaviour, confidentiality and SEND.
- **Undertake relevant professional development and maintain up-to-date knowledge of SEND practice**, using Level 7 expertise to inform and enhance provision across the school.
- **Work flexibly as part of the wider school team**, supporting the effective inclusion and participation of pupils with SEND across lessons, activities and the wider school environment.
- **Undertake any other reasonable duties commensurate with the level and responsibilities of the post**, as directed by the Headteacher or SENDCo.

Demonstration or evidence of the points will be assessed from your application, interview, interview tasks and 2 references from your current and previous employers.

Person Specification – Senior teaching assistant (HLTA)

Essential	Desirable
1. Qualifications & Experience - Working at the professional standards for Higher Level Teaching Assistants - Commitment to continuing professional development and evidence of CPD relevant to key stage and or specialism - Clearance of an Enhanced DBS check prior to appointment - Minimum level 1 safeguarding children - Good/ outstanding classroom teaching/ support standards - Excellent knowledge and understanding of primary pedagogy and development	- Classroom experience and understanding across the primary phase. - Education foundation degree / or equivalent of relevant higher education.
2. Knowledge and understanding of: - The primary curriculum and expected outcomes and the curriculum and expectations pre and post key stage 2. - Assessment strategies, an understanding of assessment for learning and a commitment to effective systems to enable this. - Teaching methodology, experience of intervention strategies and strategies for positive behaviour to support pupils with SEND or pupils who need extra support for other reasons.	- An understanding of curriculum intent and implementation - The primary curriculum and expected outcomes and the curriculum and expectations pre and post key stage 2 and key stage 1. - Effective and confident use of assessment information and progress tracking systems - School self-evaluation and whole school development
3. Skills and abilities: Under the direction of a qualified teacher: - plan for progression across the attainment range, design effective learning across a series of lessons. - Ability to monitor standards of teaching and learning and refine own practice in response to this. - Ability to monitor progress of children and suggest appropriate intervention strategies where necessary. - Work effectively with support staff to ensure effective support for all children. - Excellent interpersonal and communication skills - Committed to working with parents, colleagues and other agencies in a positive and constructive manner - Committed to the progress and well-being of young people - Commitment to be involved in the whole life of the school.	- Skills and experience of successful transition across the primary phase. (Ks1 to Ks2, KS2 to Ks3) - An understanding of coaching skills. - Experience of leading specific school areas of development.
4. Equal opportunities & Safeguarding - Thorough understanding of duty of care and demonstrate a commitment to all safeguarding policies: child protection, whistle blowing, code of conduct, positive behaviour, anti-bullying, PREVENT agenda, online safety, Equal opportunities, Racial Equality and Inclusion. - Knowledge and awareness of local and national policies.	
5. Other - Enthusiasm and a positive personality with a sense of humour - Evidence of personal drive for self-improvement	Career pathway personal plan towards teaching QTS