

“Reducing Barriers to Expand Horizons”

Job Description

Higher Level Teaching Assistant (HLTA) – Learning Outside of the Classroom
(Various year groups to be confirmed)

Reports directly to: Deputy Headteacher
Salary: Grade 9
Hours: Full-time, 37 hours per week, 5 days per week
Working pattern: 8am-3.30pm Mon-Thu, 8am-3pm Fri, 39 weeks per year (term-time + INSET days)

Main purpose

The HLTA – Pastoral Lead (year groups tbc) plays a pivotal role in supporting pupils with Social, Emotional and Mental Health (SEMH) and Autism Spectrum Condition (ASC) needs. This position supports high-quality classroom practice, facilitates smooth transitions and routines, and coordinates and deploys support staff to meet pupils’ dynamic pastoral and academic needs. A key focus of this role is maintaining a calm, consistent environment that promotes emotional regulation, wellbeing, and engagement with learning.

Key Responsibilities

Pupil Support and Pastoral Leadership

- Support daily routines including morning transitions and emotional check-ins.
- Implement and model strategies that foster a positive classroom climate.
- Encourage pupil independence, emotional resilience, and readiness to learn.
- Monitor attendance, behaviour, and engagement patterns, and act proactively to address emerging concerns.
- Play a key role in supporting pupils accessing enhanced or bespoke provision to ensure reintegration into the classroom is prioritised.

Staff Coordination and Leadership

- Lead and model effective support strategies for TAs across Years 7 and 8.
- Coordinate the daily deployment of teaching assistants, adapting to changing needs of pupils and classes.
- Provide guidance and mentoring to support staff, encouraging reflective practice and professional development.
- Liaise with teaching staff to ensure a consistent approach to behaviour support, pastoral care, and intervention delivery.

Classroom and Intervention Support

- Support the delivery of teaching and learning through in-class support and small group or 1:1 intervention.
- Support the teaching team in establishing consistent structure and approaches in their classroom (i.e. use of visual timetable, emotional check-ins, and now and next as required)
- Promote high expectations for all pupils and encourage engagement and achievement in line with EHCP targets.
- Maintain records of pupil progress and behaviour, contributing to reviews and planning meetings as required.

Liaison and Partnership Working

- Liaise effectively with other professionals, including Speech and Language Therapists, Educational Psychologists, Counsellors, and external agency staff.
- Attend multi-agency meetings and contribute to the development and review of pupil support plans.
- Be a key contact for parents/carers, building strong, trusting relationships and promoting two-way communication.
- Support parents in understanding and implementing strategies to promote consistency between school and home environments.

Health and Safety Responsibilities

- Adhere to all school policies and procedures relating to health and safety.
- Conduct regular checks of learning and communal environments to identify and mitigate risk.
- Ensure safe supervision and movement of pupils around the school site, particularly during transitions and break/lunch times.
- Respond to incidents promptly, reporting and recording accidents and near-misses in line with school protocol.
- Contribute to individual risk assessments for pupils where appropriate, especially when off-site learning or community access is involved.

Safeguarding Responsibilities

- Uphold the highest standards of safeguarding in line with statutory requirements and school policy.
- Recognise and report safeguarding concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSLs.
- Maintain appropriate levels of confidentiality and accurate records in relation to safeguarding concerns.
- Attend relevant training and briefings to ensure practice reflects current safeguarding legislation and best practice.
- Build trusting, professional relationships with pupils, maintaining professional boundaries at all times.

Person Specification (Essential)

- Experience working with children with SEMH and/or ASC needs.
- A track record of working effectively with children and young people
- Strong understanding of trauma-informed and attachment-aware practices.
- Ability to model and lead effective pastoral support.
- Excellent communication and team coordination skills.
- Commitment to inclusive practice and the values of Woodeaton Manor School.

Other areas of responsibility

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will be expected to carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

Equal Opportunities Statement We are an equal opportunities employer and welcome applications from all suitably qualified candidates. We do not discriminate on the basis of age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, or sexual orientation. We are committed to supporting access and performance in this role and will consider reasonable adjustments wherever needed.

The Propeller Academy Trust and its member schools are committed to safeguarding and promoting the welfare of all children and young people according to child protection and safeguarding guidelines. We expect all staff and volunteers to share in this commitment.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. All post holders are subject to the necessary pre-employment check, including a satisfactory Enhanced Disclosure and Barring Service (DBS) Check, including a Child/Adult's Barred List check (where applicable to the role in question). Additionally, shortlisted candidates will be subject to online searches for publicly available information.