



THE MOUNBATTEN SCHOOL

JOB DESCRIPTION

JOB TITLE:	Higher Level Teaching Assistant
GRADE:	Grade D
HOURS:	37 hours per week /39 week contract
Reports To:	Senior SENCO and SENCO

GENERAL STATEMENT

To represent The Mountbatten School in a positive manner and to treat all visitors with respect, courtesy, and consideration, ensuring that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for school employees. Attendance at training courses may be required as part of your professional development.

DATA PROTECTION STATEMENT

All staff have a responsibility to handle personal data in accordance with UK GDPR, the Data Protection Act 2018, and the school's data protection policies. This includes processing personal data only for legitimate purposes relevant to your role, maintaining strict confidentiality of any sensitive information you encounter, ensuring information is stored securely and accessed only on a need-to-know basis, and following appropriate procedures when sharing data with colleagues, parents, or external organisations. Support staff must report any data breaches, security concerns, or requests for information immediately to the Data Protection Officer or line manager. All support staff must complete mandatory data protection training and adhere to all guidance provided to safeguard the privacy and rights of students, colleagues, and the wider school community.

Successful candidates will:

- Work closely with the Senior SENCO, SENCO and teaching staff to identify students for interventions.
- Be involved in the delivery of interventions, including:
 - Literacy Support (reading and phonics)
 - Year 7 Transition (Summer and Autumn Term)
 - Social Skills
- Work closely with the Senior SENCO and SENCO to set up initial Student Learning Profiles according to criteria.
- Support the Senior SENCO and SENCO in monitoring and reviewing Student Learning Profiles.
- Support teaching and learning within the classroom.

RESPONSIBILITIES/ACCOUNTABILITIES:

Responsibilities	Accountability Statements
Administrative/ Support activities	Successful candidates will: • Amend the timetable for Teaching Assistants. • Carry out administrative/clerical tasks for the class teacher, including preparing classroom materials, laminating, display work, and filing. • Draft ideas for new Student Learning Profiles. • Work in partnership with class teacher, Senior SENCO and SENCO on identification and diagnostic procedures. • Arrange for testing to be carried out for children who show clear indications of having special needs. • Administer SEN assessment procedures within the school. • Assist with testing as required. • Keep up to date with SEN resources and developments, through courses, discussions with colleagues, cluster meetings etc. • Ensure that children's SEN files are kept up to date. • Liaise with staff regarding the purchase of new resources to support learning.
Support for students and teachers	Successful candidates will: Work with the Senior SENCO/SENCO to produce and deliver interventions. • Work with individual or groups of children, delivering specialist programmes of work/support across the school according to the needs of the children. Experience of phonics is desirable. • Supervise and assist small groups of pupils in activities set by the SENCO/teacher • Monitor whether targets in the Student Learning Profiles are being met. • Ensure opportunities are given for targets to be met. • Support the inclusion of all children, encouraging acceptance and integration of children with special needs. • Assist children with physical needs (e.g. medical and welfare requirements). • Provide support for the delivery of the curriculum as required • Support the inclusion of all children, encouraging acceptance and integration of children with special needs. • Support staff who are responsible for children with special needs by: ○ suggesting coping strategies ○ working alongside them ○ observing children and reporting to teacher/SENCO ○ organising training if required ○ organising additional help, if required. ○ Assist with induction of new Teaching Assistants.

	Successful candidates will undertake other duties as allocated by the Headteacher or other delegated officers, within the purview of the post. This is not a definitive list of tasks for this post. It is a guide and will be reviewed on an annual basis. Amendments can be made at any time in consultation with the post holder.
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Necessary role-related knowledge, skills and experience

- Empathy with pupils and sympathetic to their needs
- Trained at least to NVQ 2 standard or holding the HLTA qualification
- Minimum 3 years relevant experience in a teaching/learning/ child support working environment
- Good literacy/numeracy skills (GCSE Equivalent)
- Good communication skills and ability to clarify and explain instructions clearly
- Professionally discreet and able to respect confidentiality
- Good word processing and general ICT skills including data interpretation
- Can use ICT effectively to support learning
- Well-developed interpersonal skills, enabling effective relationships with a variety of different people
- Excellent, written and verbal communication skills
- Team worker.

NOTES

- The School and site are open between the hours of 7.00 am and 10.00 pm and support staff may occasionally be requested to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
- Hours of work/designated lunch times may be subject to change for operational reasons.
- All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed by the line manager and processed via the Head of HR.
- A term time contract is for 39 weeks. Support staff are required to take their own holiday during the school holiday periods.
- If there are exceptional cases where time off is granted in term time it will either be as:
 - a) Unpaid leave, or;
 - b) time made up in lieu (by negotiation).
- There are other occasions when the Headteacher may grant leave (either unpaid or in lieu) for:
 - a. Overtime which has been worked by agreement with the Headteacher/Director of Business Services.
 - b. Attending a special event e.g. graduation.

FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

APPRAISAL

All support staff undertake an annual Appraisal in line with school policy and practice.

Date Prepared:	11 September 2026
Prepared By:	Hayley Herbert –SENCO
Date Reviewed:	
Reviewed By:	

Higher Level Teaching Assistants are assessed against the following 33 standards:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback
8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice
17. Use their area(s) of expertise to plan their role in learning activities
18. Devise clearly structured activities that interest and motivate learners and advance their learning
19. Plan how they will support the inclusion of the children and young people in the learning activities
20. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities
21. Monitor learners' responses to activities and modify the approach accordingly
22. Monitor learners' progress in order to provide focused support and feedback
23. Support the evaluation of learners' progress using a range of assessment techniques
24. Contribute to maintaining and analysing records of learners' progress
25. Contribute to maintaining and analysing records of learners' progress

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning