**Bishop Ridley CE Primary School, Part of the Aquinas Trust**

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# Application Pack

## SEND Higher Level Teaching Assistant – Specialist Resource Provision (Level 4)

**To Start: As Soon As Possible**

BISHOP RIDLEY
CE Primary School

# SEND HIGHER LEVEL TEACHING ASSISTANT – SPECIALIST RESOURCE PROVISION (LEVEL 4)

Bishop Ridley Church of England Primary School is seeking to appoint an experienced, enthusiastic and highly skilled Higher Level Teaching Assistant to join our specialist resource provision.

Our provision supports children with autism and speech, language and communication needs, providing a nurturing, structured and inclusive learning environment which enables children to develop their communication, independence, confidence and engagement with learning.

Working closely with the Provision Lead Teacher, the successful candidate will play an important role in the day-to-day organisation and delivery of learning within the provision. This will include leading planned learning activities, supporting the implementation of personalised approaches and helping to coordinate the work of the wider support team.

We are looking for someone with a strong understanding of children's additional needs, excellent interpersonal skills and the ability to remain calm, adaptable and solution-focused. The successful candidate will be confident in supporting colleagues, modelling effective practice and contributing to the continued development of our specialist provision.

**Our ideal candidate will have:**

- HLTA status or equivalent qualification.
- Significant experience of supporting children with special educational needs and disabilities, particularly autism and speech, language and communication needs.
- A secure understanding of how communication differences, sensory needs and emotional regulation can affect children's learning and development.
- Experience of planning, delivering and adapting learning activities to meet individual children's needs.
- The ability to lead planned learning sessions and provide effective guidance and support to other teaching assistants.
- Experience of implementing personalised communication approaches, visual supports and strategies to promote independence.
- Strong organisational and communication skills, with the ability to work collaboratively with teachers, support staff, parents and other professionals.
- A calm, reflective and flexible approach, with a commitment to developing inclusive and effective practice.
- Excellent literacy and numeracy skills.
- Strong interpersonal skills, empathy, patience, and resilience.

**In return, we offer:**

- The opportunity to play an important role in the continued development of our specialist resource provision.

- The chance to contribute specialist knowledge and help support the development of colleagues.
- A collaborative team committed to high-quality inclusive education.
- Opportunities for professional development and further specialist training.
- A supportive school community guided by our Christian vision.

**Bishop Ridley is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.**

**As an employee of the Aquinas Church of England Education Trust, you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.**

## THE APPLICATION PROCESS AND TIMETABLE

### CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

Please note CVs will not be accepted in place of a completed application form. A signed copy of your application form will be required prior to interview.

**Closing date for applications: 6th December 2026**

***We reserve the right to withdraw this advertisement at any time***

### SHORTLISTING

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained. All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

### INTERVIEWS

The candidates selected for interview will be informed after short listing and details of the interview process will be provided to candidates.

- Interviews to commence: **11th December 2026**

### APPOINTMENT

All candidates will be contacted following interview.

- Appointment to commence: **ASAP**

## APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to Aquinas.recruitment@aquinastrust.org. Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

All sections of the form should be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form. A signed copy of your application form will be required prior to interview.

## RETENTION OF INFORMATION

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records policy.

## JOB DESCRIPTION – SEND HIGHER LEVEL TEACHING ASSISTANT – SPECIALIST RESOURCE PROVISION (LEVEL 4)

### DETAILS

| | |
|---|---|
| **Job Title:** | **SEN Higher Level Teaching Assistant (Level 4)** |
| **Grade:** | **BEX08 (Full time salary £36,153.00 - £38,937.00 p.a.)** |
| **Actual Pro rata salary:** | **£27,949.60 p.a. - £30,101.89 p.a.** |
| **Hours:** | **32.5 hours per week, Monday to Friday 8:15am until 3:15pm with a 30 min unpaid lunch break** |
| **Weeks:** | **39 weeks per year (term time only)** |
| **Contract:** | **Permanent** |
| **Accountable to:** | **Provision Lead Teacher, SENCO and Headteacher** |

### THE ROLE

To work closely with the Provision Lead Teacher in supporting the effective day-to-day organisation and delivery of learning within the school's specialist resource provision for children with autism and speech, language and communication needs.

The postholder will use their specialist knowledge and experience to plan, deliver and evaluate learning activities under the direction of the Provision Lead Teacher, ensuring that approaches are appropriately adapted to children's individual communication, sensory, emotional and developmental needs.

The HLTA will play an important role in supporting and guiding other teaching assistants, modelling effective practice and helping to ensure consistency in the implementation of individual support strategies.

The role requires strong organisational skills, a reflective and nurturing approach and a commitment to promoting children's communication, independence, wellbeing and inclusion within the wider school community.

The following list of responsibilities and duties are not exhaustive.

### DUTIES AND RESPONSIBILITIES

#### 1. Teaching and Learning Support

- Under the direction of the Provision Lead Teacher, plan, deliver and evaluate appropriately adapted learning activities which reflect pupils' individual strengths, needs and learning objectives
- Use specialist approaches to support autistic children and children with speech, language and communication needs, recognising that some children may also experience sensory, social, emotional or other learning needs
- Promote inclusive practices and adapted teaching and learning to ensure all pupils can access the curriculum.
- Use assessment data to inform planning and monitor progress.
- Under the direction of the Provision Lead teacher contribute to developing and implementing Individual learning, behaviour and support plans.

- Planning and leading specialised interventions for individuals or small groups, adjusting activities according to pupil responses and needs.
- Using specialist skills and knowledge to support pupils with personal care, health, physical, or emotional needs where required.
- Using ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Model effective approaches to communication, adaptive teaching and emotional regulation, supporting colleagues to implement these consistently.

## 2. Support Provision Leadership

- Support the Provision Lead Teacher in the effective day-to-day organisation of the specialist resource provision.
- Help coordinate daily routines, timetables and transitions, ensuring consistency and predictability for children.
- Support the organisation and deployment of teaching assistants in accordance with the direction of the Provision Lead Teacher.
- Provide practical guidance to colleagues, modelling effective approaches and helping to maintain consistent implementation of individual support strategies.
- Contribute to the development and maintenance of a calm, structured and purposeful learning environment.
- Work collaboratively with mainstream class teachers and support staff to promote continuity of learning and opportunities for inclusion.

## 3. COMMUNICATION, INTERACTION & RESOURCE MANAGEMENT

- Support the implementation and consistent use of individual communication approaches, including visual supports, signing and augmentative and alternative communication (AAC), where appropriate.
- Work with the Provision Lead Teacher and relevant specialists to ensure communication strategies reflect children's individual needs and professional recommendations.
- Model effective communication approaches and support colleagues in their consistent use.
- Ensure that appropriate visual, sensory and learning resources are accessible, maintained and used effectively.
- Monitor specialist resources and identify additional materials required to support children's learning and independence.

## 4. COLLABORATION & REPORTING

- Work closely with the Provision Lead Teacher and wider school team to ensure consistent implementation of the school's approaches to inclusive teaching, communication and pupil support.
- Attend regular meetings and contribute to pupil reviews, EHCPs, and multi-agency discussions.
- Provide detailed feedback and reports on pupil progress, engagement, and wellbeing.
- Support the induction and mentoring of other support staff within the provision.
- Under the direction of the Provision Lead teacher undertake administrative duties such as record-keeping, managing confidential information, and contributing to reports.

- Contribute observations and assessments to inform the review of children's progress towards individual learning outcomes and EHCP targets, under the direction of the Provision Lead Teacher.
- Support effective communication with parents and carers, sharing relevant information in accordance with agreed school procedures.

## 5. PROFESSIONAL DEVELOPMENT

- Engage actively in professional development relating to autism, speech, language and communication needs, adaptive teaching, sensory processing and emotional regulation.
- Reflect critically on the effectiveness of approaches used and contribute to the continued improvement of provision.
- Support colleagues in developing their professional understanding and practical skills through modelling, discussion and sharing effective approaches.

## SAFEGUARDING

All colleagues have the responsibility for promoting the safeguarding and welfare of children. All colleagues should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.
The postholder must recognise that children with communication differences may experience additional barriers to expressing concerns or communicating distress and respond sensitively to individual communication needs and changes in presentation.

## TRAINING

The Trust is committed to the development and progression of all staff. Staff are encouraged to attend training courses appropriate to their own and the school's needs. These include external courses, internal workshops and staff meetings. The successful candidate may be required to undertake training to fulfil the requirements of the post. The postholder will be expected to carry out such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

## VARIATIONS

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

# PERSON SPECIFICATION

## SEN HIGER LEVEL TEACHING ASSISTANT

| | Essential | Desirable |
|---|---|---|
| **Qualifications and Experience** | | |
| HLTA status or equivalent qualification. | | ✓ |
| Significant experience of supporting children with special educational needs and disabilities, particularly autism and speech, language and communication needs | ✓ | |
| Secure understanding of how communication, sensory and emotional needs affect learning | ✓ | |
| Experience of planning, delivering and evaluating adapted learning activities | ✓ | |
| Ability to lead learning activities and provide practical guidance to colleagues | ✓ | |
| Understanding of positive approaches to emotional regulation and behaviour | ✓ | |
| Effective use of ICT to support learning | ✓ | |
| Experience of working within a specialist resource provision | | ✓ |
| Knowledge and understanding of child development and children's and families' needs | ✓ | |
| Knowledge of safeguarding procedures | ✓ | |
| **Skills and Abilities** | | |
| Excellent literacy and numeracy skills. | ✓ | |
| Strong interpersonal skills, empathy, patience, and resilience. | ✓ | |
| Ability to record and pass on information accurately | ✓ | |
| Commitment to safeguarding and promoting the welfare and wellbeing of children. | ✓ | |
| Training in communication systems (AAC) | | ✓ |
| Experience in leading a specialist provision or nurture group. | | ✓ |
| Knowledge of EHCP processes and multi-agency working. | | ✓ |
| Ability to adapt learning activities in response to pupils' progress, communication and emotional needs. | ✓ | |

| | | |
|---|---|---|
| Ability to provide practical guidance and constructive feedback to colleagues. | ✓ | |
| Ability to organise activities, resources and routines within a specialist setting | ✓ | |
| Ability to maintain consistent approaches while responding flexibly to changing circumstances. | ✓ | |

| **Personal and Professional Qualities** | | |
|---|---|---|
| Must be willing to uphold the school's nurturing and inclusive vision with high expectations for all. | ✓ | |
| Ability to build relationships and to work as part of a team. | ✓ | |
| A friendly, helpful, caring and flexible approach. | ✓ | |
| Open-mindedness, patience and compassion | ✓ | |
| A commitment to equal opportunities | ✓ | |
| Ability to maintain confidentiality in all school matters | ✓ | |
| Ability to remain calm and reassuring when responding to children experiencing distress | ✓ | |
| Ability to relate well to other professionals | ✓ | |
| Ability to physically fulfil the responsibilities of the post | ✓ | |
| Willingness and ability to attend appropriate meetings and training | ✓ | |
| Flexible approach | ✓ | |
| Professional personal presentation | ✓ | |
| Excellent punctuality | ✓ | |
| A calm, patient and reflective approach to supporting children with complex and individual needs. | ✓ | |
| Strong professional judgement and the ability to recognise when guidance or support is required | ✓ | |
| A willingness to develop specialist knowledge and share effective practice with others | ✓ | |
| Commitment to the school's inclusive ethos and high expectations for all children | ✓ | |
| The ability to build trusting relationships with children, families and colleagues. | ✓ | |

## HEALTH & SAFETY FUNCTIONS

This section is to make you aware of any health and safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you, if successful in your application, to identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| | |
|---|---|
| Using display screen equipment | **X** |
| Working with children/vulnerable adults | **X** |
| Moving & handling operations | |
| Occupational Driving | |
| Lone Working | |
| Working at height | |
| Shift / night work | |
| Working with hazardous substances | |
| Using power tools | |
| Exposure to noise and /or vibration | |
| Food handling | |
| Exposure to blood /body fluids | **X** |