

## **Education and Inclusion**

### **Higher Level Teaching Assistant – Home Tuition**

### **Job Description and Person Specification**

**January 2026**

## Job Description

<b>Job Title:</b>	<b>Higher Level Teaching Assistant</b>
<b>Department:</b>	Education and Inclusion
<b>Team:</b>	SENDATS (SEND Advisory and Training Service)
<b>Grade:</b>	LBR6
<b>Role purpose and role dimensions:</b> <i>Overview of the job</i>	<p>Higher Level Teaching Assistants, to join SENDATS (SEND Advisory and Training Service) – Hone Tuition Team</p> <p>You will be expected to manage a caseload of pupils across the LA where you will be asked to work in collaboration with SENDATS Teachers, families/carers and school staff to model good practice, help to establish support programmes and provide training for school personnel. Where necessary, you will need to provide high quality training for school staff.</p> <p>A key aspect of these roles will involve supervision and transition across educational settings.</p> <p>You will be expected to work across different age ranges flexibly to meet the needs of the children</p> <p>You will be expected to travel to diverse settings and manage your travel arrangements across the day</p>
<b>Base Location:</b>	Ray Lodge
<b>Key external contacts:</b> <i>Organisations</i>	Redbridge Schools/families/carers/agencies (under guidance of teachers)
<b>Key internal contacts:</b> <i>Job titles or groups of staff</i>	SEND Advisory and Training Service
<b>Financial dimensions:</b> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i>	LA provided IT device
<b>Reports To:</b>	Susan McMahon
<b>Responsible For</b>	<i>No direct line management but may be responsible for the supervision of trainee and work placement employees on occasion</i>

<b>Other considerations:</b> <i>E.g. working patterns</i>	32 hours 30 mins. per week, 8.30 – 3.30 pm ( <b>not negotiable</b> )
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<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
<b>General – Level 3/4</b>	<b>This will involve:</b> <p>To work under the guidance of SENDATS Teachers and senior staff within an agreed system of supervision, to implement targeted work programmes (in-person and virtually) with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting teachers in the whole planning cycle and the management/preparation of resources.</p>
<b>Support for pupils</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>• Use specialist (curricular/learning) skills/training experience to support pupils</li> <li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations. Support transition into schools or settings following home tuition or exclusion</li> <li>• Assist with the development and implementation of IEPs</li> <li>• Promote the inclusion and acceptance of all pupils on your caseload</li> <li>• Support pupils consistently whilst recognising and responding to their individual needs</li> <li>• Encourage pupils to interact and work cooperatively with others and engage all pupils in activities</li> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance</li> <li>• Provide feedback to pupils in relation to progress and achievement</li> </ul>

<p><b>Support for teachers</b></p>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>• Work with the teacher to develop re-integration plans/programmes for identified pupils</li> <li>• Work with the teacher to establish an appropriate learning environment.</li> <li>• Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies</li> <li>• Provide objective and accurate feedback and reports as required on pupil achievements, progress and other matters, ensuring the availability of appropriate evidence</li> <li>• Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems /records as requested</li> <li>• Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incident in line with established policy and encourage pupils to take responsibility for their own behaviour</li> <li>• Liaise sensitively and effectively with parent /carers as agreed with the teachers and participate in feedback sessions/meetings with parents</li> <li>• Administer and assess routine tests and invigilate exams/tests</li> <li>• Provide general clerical/admin support e.g., administer standardised tests, produce worksheets for agreed activities</li> <li>• Provide accurate timely feedback to teachers/tutors in relation to home or out of school support sessions</li> </ul>
<p><b>Support for the curriculum</b></p>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>• Implement agreed learning activities /teaching programmes, adjusting activities according to pupil responses/needs</li> <li>• Implement local and national learning strategies e.g., literacy, numeracy, early years, KS 1/2/3/4 and make effective use of opportunities provided by learning activities to support the development of relevant skills</li> <li>• Support the use of IT skills in learning activities and develop pupils' competence and independence in its use</li> <li>• Help pupils to access learning activities through specialist support</li> <li>• Determine the need for, prepare and maintain general and specialist equipment and resources</li> <li>• Provide pastoral / emotional / social support under the guidance of relevant professionals</li> </ul>

<b>Support for the school</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting concerns to an appropriate person</li> <li>• Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the schools</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> <li>• Attend and participate in regular meetings</li> <li>• Participate in training and other learning activities as required</li> <li>• Recognise own strengths and areas of expertise and use these to advise and support others</li> <li>• Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate</li> <li>• Establish and maintain clear transition and reintegration plans</li> <li>• Establish agreed working area and maintain environment to match individual pupil needs</li> </ul>
	<p><b>This will involve:</b></p>
<b>General accountabilities and responsibilities</b>	
<b>Green Statement</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.</li> </ul>
<b>Data Protection/Confidentiality</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles.</li> <li>▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures.</li> <li>▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
<b>Conduct and Whistleblowing</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.</li> </ul>
<b>Safer Working</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a Disclosure and Barring Service (DBS) check and references will be taken up prior to interview.</li> </ul>

<b>Equalities</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.</li> </ul>
<b>Customer Care</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.</li> </ul>
<b>Health and Safety</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>Being responsible for your own Health &amp; Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</li> </ul>
<b>To contribute as an effective and collaborative member of the team</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>
<b>Flexibility</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your the grading level and competence.</li> </ul>

### Person Specification

<b>Job Title:</b>	HLTA		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		<b>A - I - T</b>	<b>Weighting</b>
<b>Minimum education/ qualifications:</b>	<ul style="list-style-type: none"> <li>Very good numeracy/literacy skills</li> <li>NVQ 3 for Teaching Assistants or equivalent qualification or experience</li> <li>Training in the relevant strategies e.g., literacy and/or in particular curriculum or learning area e.g., dyslexia, sign language, Maths, English, CACHE, etc</li> <li>Appropriate first aid training</li> </ul>	A.I.T	3
		A.I	3
		A.I	2
		A	2

<b>Minimum experience/ knowledge/ skills:</b>	<ul style="list-style-type: none"> <li>• Wide experience of working with children in a paid or unpaid capacity.</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• Excellent language and communication skills in spoken and written English</li> </ul>	A.I.T	3
	<ul style="list-style-type: none"> <li>• Can use ICT effectively to support learning</li> </ul>	A.I	2
	<ul style="list-style-type: none"> <li>• Use of other equipment technology –video, photocopier</li> </ul>	A.I	2
	<ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice/legislature</li> </ul>	A.I.	2
	<ul style="list-style-type: none"> <li>• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• understanding of principles of child development and learning processes</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• Understanding of statutory frameworks relating to TAs</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• Ability to relate well to children and adults</li> </ul>	A. I	3
<b>Minimum competencies:</b> Customer focus			
Communicating and influencing	<ul style="list-style-type: none"> <li>• The ability to relate well to children and all adults within schools.</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• High standards of professionalism, including the ability to maintain confidentiality and a professional distance from the child and their family.</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• A positive attitude to work and an ability to promote positive partnerships with pupils, parents, other professionals and the wider community.</li> </ul>	A.I	3
Building relationships, working together and in partnership	<ul style="list-style-type: none"> <li>• Work constructively as part of a team</li> </ul>	A.I	3
Respecting & implementing diversity	<ul style="list-style-type: none"> <li>• To work on own initiative to differentiate tasks/language in support of focus children.</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• Commitment to the service’s Equal Opportunities policy and acceptance of its practical application.</li> </ul>	A.I	3
Planning, organising & achieving results	<ul style="list-style-type: none"> <li>• To work on own initiative to differentiate tasks/language in support of focus children.</li> </ul>	A.I	3
		A.I	3
Embracing change	<ul style="list-style-type: none"> <li>• A constructive attitude to problem solving and overcoming any barriers and potential challenges which may occur within the role; being prepared to put the needs of focus children first.</li> </ul>	A.I	3
	<ul style="list-style-type: none"> <li>• A positive and flexible attitude to the challenges and changes presented by the role</li> </ul>	A.I	3

<b>For those with managerial responsibility</b> Leadership			
Managing and developing people	N/A		
<b>Special conditions:</b>	• Clean driving licence or ability to navigate around the L.A efficiently		