Higher Level Teaching Assistant

The Bridge – Education and Inclusion Hub

JOB DESCRIPTION

School	Townley Grammar School
Job title	Higher Level Teaching Assistant (HLTA) – The Bridge
Grade	Bexley Grade 6
Line manager	Assistant Headteacher: SENDCo (or designated senior leader)
Working pattern	Term-time only, 8:00 am–3:30 pm on contracted working days. Number of days per week, unpaid breaks, paid weekly hours, number of paid weeks and INSET-day requirements: HR to confirm.
Salary	£24,403.07 pro rata
Location	The Bridge, Townley Grammar School

Purpose of the role

To provide high-quality, structured educational and pastoral support within The Bridge, Townley Grammar School's on-site, short-term inclusion provision. The HLTA will help students experiencing barriers to attendance, engagement, emotional regulation or access to mainstream lessons maintain their connection to learning, develop confidence and independence, and return to the classroom through carefully planned, sustainable steps.

The Bridge is a needs-led intervention and reintegration pathway, not a permanent alternative placement, a behaviour-isolation room or a replacement for inclusive classroom teaching. The HLTA will contribute to its five-stage model: Reconnect, Stabilise, Support, Reintegrate and Sustain, working under the direction of teachers and the Assistant Headteacher: SENDCo.

Key responsibilities

1. Day-to-day operation of The Bridge

- Help maintain a safe, calm, predictable, welcoming and inclusive learning environment, with clear routines, purposeful learning and appropriate sensory or regulation supports.
- Coordinate the daily timetable of agreed student sessions, check-ins, learning activities and supported transitions in line with individual plans and staff guidance.
- Build trusting, professionally boundaried relationships that strengthen students' sense of belonging, agency and readiness to engage.
- Alert the designated leader promptly to capacity, attendance, wellbeing, curriculum or safeguarding concerns; do not independently decide admission to or discharge from The Bridge.

2. Teaching, learning and curriculum access

- Work with subject teachers to prepare, adapt and deliver planned learning activities and appropriate resources for students accessing The Bridge.
- Support individual students and small groups with literacy, organisation, executive functioning, study skills, self-advocacy and independent learning.
- Provide feedback on students' engagement and progress to teachers, using assessment information and agreed learning objectives to adjust support.
- Promote access to mainstream curriculum and reasonable adjustments rather than creating a disconnected or reduced curriculum.
- Undertake planned learning activities and appropriately authorised cover or supervision only under teacher direction and school arrangements consistent with the HLTA role.

3. SEND, SEMH and emotional wellbeing

- Use relational, neurodiversity-affirming, trauma-informed and low-arousal approaches where appropriate, including co-regulation, predictable routines and supported communication.
- Implement agreed strategies within provision plans, individual support plans and the assess–plan–do–review cycle, including adjustments for autistic students, students with ADHD and students with anxiety or emotionally based school avoidance (EBSA).
- Deliver structured wellbeing, emotional literacy or social communication activities within the post-holder's competence and training; refer needs requiring specialist or clinical input to the appropriate professionals.
- Recognise early signs of distress or disengagement and respond proportionately using agreed risk management, de-escalation and escalation procedures.

4. Reintegration and student progress

- Help implement individual reintegration plans with achievable milestones, supported visits to lessons and gradually increased participation in mainstream learning.
- Gather and record relevant evidence of engagement, attendance at agreed sessions, curriculum access, confidence, independence, student voice and reintegration outcomes.
- Contribute to regular student reviews, including indicative six-week reviews and follow-up checks where scheduled, identifying what is working and what needs to change.
- Support the Sustain stage by checking that classroom adjustments and relationships remain effective after students reduce or end Bridge support.

5. Partnership and professional communication

- Collaborate with the Assistant Headteacher: SENDCo, Director of the Inclusion Hub, Deputy SENDCo, Student Hub, teaching staff, pastoral and attendance teams, safeguarding staff and relevant external professionals.
- Contribute factual observations to review meetings and communicate with parents and carers as authorised, ensuring consistent messages and professional boundaries.
- Help teachers understand and implement agreed adjustments, including preparing concise handover notes before and after supported reintegration.

6. Safeguarding, confidentiality and professional conduct

- Safeguard and promote students' welfare, following the school's policies and the current Keeping Children Safe in Education guidance; report concerns promptly to the designated safeguarding lead (DSL) or deputy.
- Make accurate, timely records on approved school systems and handle personal information in accordance with school data protection and confidentiality requirements.
- Follow school health and safety, risk assessment, behaviour, attendance, medical and emergency procedures; do not undertake therapeutic or medical tasks without specific authorisation and training.
- Participate in supervision, training, reflective practice and evaluation of the provision, and carry out other duties reasonably consistent with the grade and nature of the post.

PERSON SPECIFICATION

Higher Level Teaching Assistant – The Bridge | Bexley Grade 6

The following criteria are intended to be assessed through the application, interview, task and references as appropriate. E = Essential; D = Desirable.

Area	Criteria	E/D
Qualifications and training	Level 2 English and mathematics (or accepted equivalents); HLTA status, relevant qualification or strong evidence of higher-level TA competence, with willingness to complete role-specific training.	**E**
Qualifications and training	Training in SEND, autism, ADHD, SEMH, EBSA, emotional literacy, restorative or trauma-informed practice.	**D**
Experience	Substantial experience supporting school-age learners with SEND and/or SEMH barriers, including delivering structured interventions and adapting learning activities.	**E**
Experience	Experience in secondary education, an inclusion hub, reintegration pathway or work with students experiencing reduced attendance/EBSA.	**D**
Teaching and learning	Ability to support teaching and learning for individuals and small groups, scaffold tasks, promote independence and provide useful feedback to teachers.	**E**
SEND and inclusion	Sound understanding of reasonable adjustments, the graduated approach and how autism, ADHD, anxiety and emotional regulation needs may affect participation.	**E**
Relational practice	Ability to establish positive professional relationships, use co-regulation and de-escalation strategies and respond calmly to distress.	**E**
Organisation and records	Able to prioritise, coordinate routines, maintain accurate confidential records and review the impact of interventions.	**E**
Communication	Strong written and verbal communication with students, families, teachers and other professionals; ability to handle sensitive conversations discreetly.	**E**
Safeguarding	Understanding of child protection, professional boundaries, confidentiality and prompt escalation; commitment to current school safeguarding procedures.	**E**
Values and personal qualities	Inclusive, reflective, reliable and patient; committed to student dignity, voice, belonging, high expectations and sustainable mainstream participation.	**E**
Professional development	Willingness to engage in relevant training, supervision and reflective practice and to contribute constructively to developing The Bridge.	**E**
Additional experience	Experience of collecting and interpreting attendance, engagement and reintegration evidence to inform provision reviews.	**D**

Safeguarding and equal opportunities

Townley Grammar School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment. Appointment is subject to safer-recruitment checks, including an enhanced DBS check and children's barred list check where applicable. The school welcomes applicants from all backgrounds and is committed to equality, diversity and inclusion.