



St John Fisher

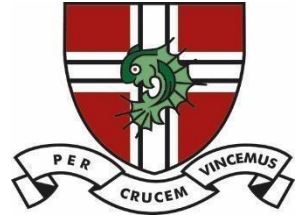
Catholic Voluntary Academy

Christ at the centre and children at the heart

Information for Specialist Higher Level Teaching Assistant

St John Fisher Catholic Voluntary Academy

Specialist Higher Level Teaching Assistant



Introduction from the Headteacher

Thank you for taking an interest in this exciting role.

It is my pleasure to welcome you to St John Fisher, an 11-18 voluntary aided Catholic Academy with approximately 1000 students on roll.

We seek to appoint a Higher Level Teaching Assistant to join our wonderful school.

St John Fisher Catholic Voluntary Academy has entered a new era of success, growth and pride.

Our students are some of the most inspirational young people you will ever meet. They are polite, friendly, kind and caring. They are supportive of one another and the school. Our staff are the same; dedicated professionals, committed to improving the outcomes and life chances of our young people. Many of our teachers are ex-pupils of the school. There is a special feel about this traditional yet forward-looking Catholic school, simply put, it's a wonderful place to work.

We were inspected by Ofsted in March 2025 and our report reflects how much we have improved in the last 2 years. In December 2025 we were judged to be Outstanding for Catholic Life and Mission in our statutory Diocesan inspection. St John Fisher Catholic Voluntary Academy is a great school and you need to see it for yourself. Our academic results continue to improve year on year, and we are committed to our students and school community to create a high performing school.

Therefore, we need the best support for our students. As our students' numbers continue to grow, we seek to appoint the best people to support our continued improvement.

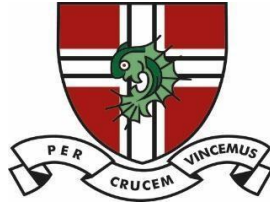
We can offer you a wonderful student body, a thriving sixth form, a friendly and supportive senior team and a school overseen by a highly experienced and dedicated governing body who work closely with the school to ensure its continued success.

Your professional development is important to us, and our recent transformation has been made possible by the creation of a staff and student team who are committed to the school's future. Every member of our community is valued and as we continue to move forward, we will continue to invest in all practice which will improve the daily experience of our children. A bespoke programme of professional development, led by highly experienced senior leaders, focusing on bringing out the best from staff, is an entitlement for all teachers and support staff.

If you'd like to be part of our next success, I recommend a conversation with me or a tour of the school, either during the school day or after work. Please get in touch and we will accommodate your request so you can see for yourself what a wonderful place St John Fisher Catholic Voluntary Academy is.

Mr K Mackey

Headteacher



St John Fisher Catholic Voluntary Academy

Headteacher: Mr Karl Mackey

Job Title: Specialist Higher Level Teaching Assistant (HLTA)	
Work Location: St John Fisher Catholic Voluntary Academy	Salary: Kirklees Pay Scale Grade 7-8 depending on experience
Reports To: SENDCo	

Job Role

To support teaching and learning under the guidance of the SENDCo and teaching staff, by providing high-quality support to individuals and groups of pupils across all areas of SEND. This role involves implementing agreed work programmes both in and out of the classroom, including 1:1 classroom support, flexible support within lessons, and the planning and delivery of interventions.

In addition, each Specialist Higher Level Teaching Assistant (HLTA) will lead provision within a designated SEND strand (Sensory and Physical Needs (SPN), Cognition and Learning (C&L), Communication and Interaction (C&I), or Social, Emotional and Mental Health (SEMH)). The role includes carrying out assessments and screening, planning and evaluating targeted interventions, supporting the identification of need, advising colleagues on effective strategies, and contributing to the development of inclusive provision across the school.

The primary focus is to support pupils' learning, development, engagement, and wellbeing, contributing to the inclusive ethos of the school and helping them achieve their full potential.

Applicants may indicate a preferred specialist strand during the recruitment process. Final allocation of strands will be determined by the needs of the school and the experience and strengths of successful candidates.

Key Responsibilities

1. Support for Students

- Establish rapport and build respectful, trusting relationships with students, acting as a positive role model and setting high expectations to promote positive attitudes and behaviours.
- Provide support to individuals and small groups, adapting tasks and encouraging engagement based on individual needs, including those with Education, Health and Care Plans (EHCPs).
- Support may include working on a 1:1 basis within the classroom or offering flexible support across lessons to meet changing pupil needs.
- Support pupils across a broad range of Special Educational Needs and Disabilities (SEND), ensuring inclusive access to the curriculum and school life.
- Contribute to and help implement personalised support plans (e.g., IEPs, Pupil Profiles, behaviour plans, risk assessments).
- Encourage independence and support the development of pupils' self-esteem and resilience.

- Promote and facilitate effective use of ICT to enhance learning, including the facilitation of adaptive technology.
- Engage with training and provide general care and support where needed, which may include personal care, support with eating, mobility, and supervision in various settings around the school.
- Monitor and record pupil progress and provide feedback to teaching staff and relevant professionals as required.
- Where required, undertake the role of Form Tutor, supporting pupils' attendance, wellbeing, personal development and pastoral needs in line with school procedures.

2. Support for Teaching and Learning

- Work closely with class teachers and the SENDCo to deliver tailored learning experiences that meet the diverse needs of pupils.
- Contribute to the planning, preparation, and adapting of learning activities and resources to meet the needs of all learners.
- Support the delivery of a broad and balanced curriculum, including helping pupils engage in structured learning activities and interventions.
- Plan, deliver and evaluate targeted interventions to support pupils' academic, social, emotional and developmental needs.
- Support the implementation of IEPs, EHCPs, Pupil Profiles, learning targets, and Student Support Plans.
- Prepare and maintain equipment and learning resources as needed.
- Carry out routine clerical tasks such as photocopying, filing, resource organisation, and data input where required.
- Contribute to displays and the maintenance of a purposeful learning environment.
- Maintain accurate records of pupil progress and interventions as required.
- On occasions, supervise whole classes and deliver pre-planned learning activities during teacher absence or other agreed circumstances.

3. Specialist SEND Leadership Responsibilities

- In collaboration with the SENDCo and Assistant SENDCo, lead on provision within a designated SEND strand (SPN, C&L, C&I or SEMH).
- Carry out screening and assessment activities relevant to their specialist area to identify need and inform provision.
- Support the SENDCo and Assistant SENDCo in identifying pupils' needs and determining appropriate support through the analysis of assessment information and professional judgement.
- Plan, adapt and evaluate interventions in collaboration with the SENDCo and Assistant SENDCo to ensure provision is responsive to pupil needs.
- Monitor and evaluate the impact of interventions using assessment information and progress data, adapting provision as required.
- Ensure interventions and support strategies are aligned with EHCP outcomes and identified areas of need.
- Produce, maintain and review pupil profiles to support staff understanding of pupils' needs, strengths and effective strategies.
- Maintain an overview of pupils within their specialist strand and support the SENDCo and Assistant SENDCo in identifying emerging needs, provision requirements and appropriate interventions.
- Collaborate with relevant whole-school teams to ensure joined-up provision and effective support for pupils.
- Advise and support colleagues in implementing effective SEND strategies, interventions and reasonable adjustments.
- Mentor and support Educational Teaching Assistants (ETAs) and other colleagues to enhance inclusive practice.
- Deliver training and share best practice with SEND staff and wider school teams as appropriate.
- Contribute evidence, reports and information to support EHCP reviews, annual reviews and wider SEND processes as required.

4. Support for the School

- Promote the values and ethos of the school through positive interactions and a commitment to inclusion and safeguarding.

- Work in partnership with colleagues, parents, carers, and external professionals to support pupil development.
- Liaise with parents and carers regarding pupil progress, interventions and support strategies, under the direction of the SENDCo.
- Attend and participate in relevant meetings as appropriate.
- Supervise pupils in structured group settings, such as targeted activities, interventions, educational visits and break/lunchtime sessions.
- Support the school in wider enrichment activities such as trips, clubs or off-site events, as directed.
- Be flexible and proactive in contributing to the life of the school, adapting to meet emerging needs as they arise.

5. Safeguarding and Professional Development

- Promote and adhere to the school's safeguarding policies and procedures, ensuring the safety and wellbeing of all pupils.
- Adopt a proactive attitude towards health and safety by following school policy, and working collaboratively with others to identify, minimise, and manage potential risks.
- Actively engage in continuing professional development (CPD), including attending relevant training, courses and in-house sessions to improve and reflect on practice.
- Work towards HLTA status or a Level 4 qualification where not already held.
- Take part in regular training, performance reviews, and other professional development opportunities to enhance practice.
- Maintain high levels of confidentiality and professionalism at all times.
- Demonstrate a commitment to equality, inclusion and respect for diversity.
- Undertake other duties that may be reasonably required and are commensurate with the level of the post.
- While this job description outlines the key duties and responsibilities of the role, it is not an exhaustive list. Employees may be required to carry out other reasonable tasks or duties, including ad hoc projects, as directed by a manager. These will be consistent with the general nature, scope, and grade of the post.

Person Specification

Qualifications, Knowledge, Skills, and Experience:

Criteria	Essential	Desirable	Measured
Experience working with children and young people, ideally of relevant age	✓		App / Int
Experience working in an educational setting	✓		App / Int
Experience supporting pupils with a variety of additional needs	✓		App / Int
Experience planning, delivering and evaluating interventions	✓		App / Int
Experience assessing, monitoring and recording pupil progress	✓		App / Int
Understanding of how children learn and the impact of SEND on progress and participation	✓		App/ Int
Understanding of the four broad areas of SEND need and inclusive practice	✓		App/ Int
Ability to analyse assessment information and intervention data to identify needs, monitor progress and evaluate the effectiveness of provision	✓		App/ Int
Ability to plan, deliver and evaluate interventions independently	✓		App/ Int
Ability to advise and support colleagues in implementing effective SEND strategies and interventions	✓		App/ Int
Ability to assess and monitor pupil progress, including maintaining accurate records	✓		App/ Int
Excellent communication and interpersonal skills	✓		App / Int
Ability to build strong relationships with pupils, colleagues, and parents/carers	✓		App / Int
Ability to support pupils with patience, encouragement, and consistency, promoting both academic and emotional wellbeing.	✓		App / Int
Awareness of safeguarding responsibilities and commitment to safe working practices	✓		App / Int