



Ashlawn School
Higher Level Teaching Assistant
(HLTA)

Job Description and Person Specification



Welcome from the Principal

As the Executive Principal of Ashlawn School, I appreciate that anticipating a new challenge and opportunity is always exciting. It is important to recognise that recruitment is a two-way process.

Our focus, as a Trust, is to provide the right environment for our academies to thrive in. At Ashlawn, our ambitions of nurturing potential, inspiring community, and delivering excellence are deeply rooted in the very core of the school. We are seeking an individual who resonates with our vision, someone dedicated to ensuring that every staff member and student has the opportunities needed to maximise their potential in all aspects.

You are looking for the right school in which to develop and progress, to contribute to the success of others and to receive the support that you need to feel fulfilled in your role. We hope that you agree that Ashlawn is exactly that kind of school. It's an exciting time for us as we strive to build on our successes, and we are on the lookout for an individual who shares the commitment and resilience to support this goal.

We welcome visits to Ashlawn prior to application because we are proud that:

- Our students are motivated and want to succeed
- Behaviour is excellent
- The variety of opportunities both within and out of the classroom provides all students with the opportunity to develop their interests and skills in a wide range of areas

At Ashlawn School, everybody counts. Staff and students will talk about the vibrant culture and support they get from each other – we truly are a community. Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

If you want to be part of a dynamic team, contribute to our excellent standards, and have high aspirations for young people, then Ashlawn School is the right school for you!

We look forward to meeting with you, so that you too can appreciate our wonderful school and its vibrant community.

Paul Brockwell
Executive Principal

About the Role

Thank you for your interest in the position of HLTA at Ashlawn School

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident enough to proceed with your application, as we aim to make the very best appointment possible.

So, who are we looking for?

Ashlawn School is seeking a dedicated and compassionate Teaching Assistant who can make a meaningful impact on the wellbeing, behaviour, and learning of our most vulnerable students.

We are looking for a candidate who can work closely with class teachers, the pastoral team, and the SEND department to deliver bespoke interventions tailored to individual student needs. This includes providing targeted 1:1 support, small-group sessions, and in-class assistance to promote emotional regulation, resilience, and positive engagement in learning.

A key part of the role will also involve identifying concerns and making referrals to external agencies, ensuring that students receive timely and appropriate support beyond the classroom. The successful candidate will be confident in liaising with professionals such as educational psychologists, counselling services, Early Help, and other external partners, always advocating for the needs of the child.

You will join a warm, collaborative, and supportive team who are passionate about improving outcomes for students. We will provide training, guidance, and ongoing development opportunities to help you feel confident and successful in the role.

This position is highly rewarding and ideal for individuals with experience or a strong interest in pastoral care. It is also excellent preparation for those considering future training-many of our teaching assistants progress into teaching through the Ashlawn Teaching School, and the Transforming Lives Educational Trust offers strong pathways for career development.

If you are committed to making a genuine difference to the lives of young people with SEND needs, we warmly encourage you to apply.

The Transforming Lives Educational Trust is growing and there is great opportunity for progression. If you are a passionate Teaching Assistant with knowledge and experience of supporting children and young people, please apply now to be considered for an interview.

About the Inclusion Team

The Inclusion Department is the base at Ashlawn for the co-ordination of provision for students with Special Educational Needs and Disabilities. The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for arranging and deploying provision, including the allocation of Teaching Assistants to support students in lessons.

Our aim is to enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equity of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

Why work for Ashlawn?

A caring school on a 20 acre, green-field campus that is small enough to know every pupil's name and story, yet large enough to offer an exciting breadth of curriculum. You'll be working within a community of passionate, committed colleagues who genuinely support each other.

A staff well-being team implements various strategies to boost staff engagement including various activities, events, conferences, and many other staff benefits.

Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Ashlawn. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application, details on how to apply can be found below.

Job Description

Academy/College:	Ashlawn School
Job Title:	Higher Level Teaching Assistant
Salary:	NJC Pay Scale 17 – 22 £31,022.00 to £33,699.00 FTE £26,892.93 – £29,213.62 <i>Actual</i>
Contract:	37.5 hours Term Time + 5 days Permanent
Responsible to:	Head of Inclusion
Key relationships/Liaison with:	• Head of Faculty • SENDCo • Numeracy and Literacy Coordinators and Leads • Teachers • Students
Job purpose:	• To ensure the smooth day to day running of the Inclusion team • Supporting the day to day running of the Inclusion Department, oversight of Teaching Assistants access arrangements
MAIN ROLE AND RESPONSIBILITIES:	
Duties and responsibilities will include: Timetabling and Staffing: • Managing the TA timetable/staffing on a daily basis, including covering absences and sending the daily-cover sheet to Tas • Managing the Inclusion Department diary • Contributing to the approval of Absence Requests on internal HR system • Undertaking routine and non-routine administrative tasks Testing	

- Supporting the accurate testing of Year 7 students on entry, ensuring students feel safe, calm and regulated throughout the process.
- Setting up students on platforms, allocating tests, delivering assessments and generating reports with sensitivity to individual emotional needs.
- Ensuring all key paperwork is collected from feeder schools.
- Supporting the administration of Rapid and LASS tests, and assisting in the identification of learning needs that may impact emotional wellbeing, including dyslexia profiles.
- Assisting with annual review testing (WRAT), ensuring assessments are delivered in a nurturing and emotionally safe environment.
- Gathering teacher evidence for Access Arrangements

TA Support

- Responding to urgent TA enquiries, logging concerns and passing them to the Head of Inclusion for action.
- Leading/co-leading TA briefings and minuting key concerns to ensure swift intervention and follow-up.
- Working alongside the Head of Inclusion to induct new TAs in approaches and systems at Ashlawn School.
- Assisting in TA observations, focusing on the quality of support and interaction with vulnerable pupils.
- Participating in the recruitment, induction, appraisal, training and mentoring of TAs.

Support for Pupils

- Providing key pupils with the resources they need (laptops, Prodigy, Chromebooks), including tools that support emotional regulation, independence and confidence.
- Delivering curriculum content to small groups or individuals whose needs require adapted teaching, such as Functional Skills, Supported Study, Catch-up Literacy/Numeracy, and social thinking or emotional literacy interventions.
- Supporting pupils across classroom settings using specialist SEMH knowledge, trauma-informed strategies, and an ability to identify emotional triggers or barriers.
- Leading small groups or whole classes where necessary, ensuring a safe, calm and structured environment for students.
- Guiding the work of other adults in the classroom to ensure consistency in behaviour support and emotional regulation strategies.
- Taking initiative to lead multi-agency approaches, liaising with Early Help, Youth Services, CAMHS, Educational Psychologists and other professionals to support children's emotional and behavioural needs.

Support for the School

- Contributing to whole-school policy ensuring policies reflect trauma-informed and attachment-aware principles.

- Promoting inclusion for all pupils by ensuring equal access to learning, removing barriers wherever possible.
- Establishing constructive relationships with external professionals to support pupil progress.
- Supporting and modelling the school's ethos, values, and commitment to inclusive education.
- Co-representing teaching assistants at staff or management meetings.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities 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 themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: HLTA
Responsible to: Head of Inclusion

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

Specification	Essential	Desirable
Qualifications/ Training	Maths & English GCSE 4 (C) or above Level 2 Teaching Assistant qualification or relevant qualification in working with children	Training in child protection and safeguarding First aid Fire safety awareness Training or experience in SEMH interventions or strategies
Experience	Experience of working with young people in a relevant professional environment (education, youth, health, social work) Experience providing individual or small-group support to children/young people Experience of working on own initiative and making decisions Experience of administrative work	Experience of working in an education setting (desirable) or other student-facing role Experience delivering SEMH-focused interventions or supporting students with emotional regulation needs
Knowledge/Skills (Ability to)	Evidence of understanding young people's emotional, social and educational needs A good working knowledge of computer software packages including Microsoft Word, Excel and Google Workspace Excellent numeracy and literacy skills Effective verbal and written communication skills	Working knowledge of relevant policies / procedures / codes of practice / legislation, including Data Protection and Child Protection Knowledge of tests such as the NGRT, NGST, WRAT, LASS etc or a willingness to learn/undertake training

	Good time management skills Ability to handle sensitive and confidential information and issues appropriately Ability to work independently and as part of a team Ability to take responsibility and work with autonomy within set boundaries To establish good working relationships at all levels – students, teachers, senior management, board of trustees etc. Ability to self-evaluate learning needs and actively seek CPD	
Personal Qualities	Calm Confident Flexible Reliable Professional and confident Ability to work under pressure and to tight deadlines	Enthusiasm for contributing to whole-school SEMH initiatives and fostering emotional resilience

How to Visit and Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply, you should include a supporting statement with your application form (either within the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline

Position advertised:	16 October 2026
Closing date:	02 November 2026 (9am)
Final shortlisting:	w/c 02 November 2026
Final panel process:	TBC