Transforming Lives
EDUCATIONAL TRUST



Houlton School

Higher Level Teaching Assistant (HLTA)

Job Description and Person Specification

Welcome from the Principal

It is my great pleasure to introduce you to our Houlton family, where **innovation**, **aspiration** and **excellence** are at the heart of all we do. As His Majesty's Inspector, Nicola Harwood noted when Ofsted visited us in 2021, we '...place spiritual, moral, social and cultural education at the heart of the curriculum so that **pupils flourish and are well prepared for life beyond school**.' I am the founding Principal of the academy, so make no apologies for the passion, commitment and high expectations I have for everyone and everything at our very special school.

We proudly encourage pupils to consider themselves to have joined the unique experience of the '**Houlton family**'. Dr Maya Angelou once wrote that, '...family isn't always blood; it's **the people in your life who want you in theirs: the ones who accept you for who you are,** the ones who would do anything to see you smile and who love you no matter what.' This underpins our approach at Houlton, where difference is celebrated as integral to our supportive, wider community.

We have the privilege of occupying an exceptional campus, including our Grade II listed buildings that previously housed Rugby International Radio Station. Some established schools are lucky to be provided with refreshed, enhanced facilities in one or two specialist subject areas, such as the Arts or STEM; however, our pupils enjoy state-of-the-art facilities alongside stunning heritage buildings across the **entire curriculum**.

At Houlton School we have the highest expectations of our pupils: **excellence** is expected in all aspects of behaviour and attitudes, and pupils will be expected to always do their very best. Uniform and standards of appearance are important and traditional here: we expect them to be worn correctly and with pride as the foundation of everything else we do as a family. We encourage our pupils to always model our values and will support them in all aspects of school life, providing them with the very best teachers, facilities, and opportunities to explore their emerging talents.

Colleagues here enjoy a supportive environment in terms of their careers, whether they be teachers or any other role within our organisation. One of our Trust's key ambitions is to 'nurture potential' and we subscribe to this aspiration whole-heartedly.

I strongly recommend that potential applicants come and pay us a visit to see what a fantastic place this is to work and learn; I have every confidence that if you do, you'll want to support us in the next, exciting phase of our expansion as a community.

Paul Brockwell
Executive Principal

About the Role

Thank you for your interest in the position of HLTA at Houlton 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?

Houlton School is seeking a dedicated and compassionate Teaching Assistant with a strong focus on supporting students with Social, Emotional and Mental Health (SEMH) needs. SEMH forms a significant part of our SEND profile, and we require someone 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 SEMH 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 with SEMH needs. 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 SEMH 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 Houlton 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 SEMH 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 Houlton 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 Houlton?

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, including our brand new Sixth Form, which launches in September 2026.
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 Houlton. 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:	Houlton School
Job Title:	Higher Level Teaching Assistant
Salary:	NJC Pay Scale 17 – 22 £32,046.00 to £34,811.00 FTE £27,780.64 - £30,177.61 *Actual*
Contract:	37.5 hours Term Time + 5 days Permanent
Responsible to:	Head of Inclusion Department
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 and to provide SEMH provision • 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 (SEMH-Focused Responsibilities)

- Supporting the accurate testing of Year 7 students on entry, with a specific focus on identifying SEMH indicators, 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—especially information relating to previous SEMH support or intervention plans—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.

- Working closely with the Numeracy and Literacy Lead to understand how academic vulnerabilities may link to SEMH needs.

- Gathering teacher evidence for Access Arrangements, particularly where regulation difficulties, anxiety, or emotional barriers affect assessment performance.

TA Support (SEMH-Focused Responsibilities)

- Responding to urgent TA enquiries, logging SEMH-related concerns and passing them to the Head of Inclusion for action.

- Supporting and advising staff on appropriate SEMH strategies for key pupils, including de-escalation, emotional regulation tools, attachment-aware approaches and trauma-informed practices.

- Leading/co-leading TA briefings with an SEMH lens and minuting key concerns to ensure swift intervention and follow-up.

- Working alongside the Head of Inclusion to induct new TAs in SEMH expectations, approaches, and systems at Houlton School.

- Assisting in TA observations, focusing on the quality of SEMH support and interaction with vulnerable pupils.

- Participating in the recruitment, induction, appraisal, training and mentoring of TAs, ensuring SEMH practice is a central element of training and professional development.

Support for Pupils (SEMH-Focused Responsibilities)

- 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 SEMH 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 with SEMH needs.
- 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 (SEMH-Focused Responsibilities)

- Contributing to whole-school policy with a clear focus on developing SEMH-aware practice, ensuring policies reflect trauma-informed and attachment-aware principles.
- Promoting inclusion for all pupils by ensuring equal access to learning, removing SEMH barriers wherever possible.
- Establishing constructive relationships with external professionals to support pupil progress, particularly those delivering SEMH intervention or statutory services.
- Supporting and modelling the school's ethos, values, and commitment to SEMH-driven, inclusive education.
- Co-representing teaching assistants at staff or management meetings, ensuring the voice of SEMH practice is clearly communicated.

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:** 02 November 2026
- **Closing date:** 09 November 2026 (9am)
- **Final shortlisting:** TBC
- **Final panel process:** TBC