



CUNDALL MANOR SCHOOL

Job Description

Learning Support HLTA (Upper School: KS3/KS4)

Academic Year 2026/2027

Job Description

Job Title	Learning Support HLTA Upper School: KS3/KS4, inc. GCSE Maths Support
Responsible to	Head of Learning Support
Responsible For	The Learning Support HLTA will work under the guidance of the SENCO and Form Teachers to support the learning, development and well-being of pupils with Special Educational Needs (SEN) across Upper School (KS3 and KS4). The post provides in-class and targeted support for pupils across all curriculum areas in KS3 and KS4, including pupils with Education, Health and Care Plans (EHCPs), and takes in a specific responsibility for supporting Maths lessons, particularly GCSE Maths classes. The HLTA will take responsibility for leading planned learning activities and targeted provision, using assessment information to adapt support and evaluate impact, while working within agreed school systems and under the strategic direction of the Head of Learning Support/SENCO.
Key Aims of the Role	• Deliver differentiated, accessible learning for pupils with SEN across all curriculum areas in KS3 and KS4, including structured support in GCSE Maths lessons. • Encourage pupils to participate fully in academic and social aspects of school life. • Support pupils in achieving their EHCP targets and developing independence. • Assist teachers in preparing, delivering and managing lessons and learning resources to ensure accessibility for all pupils. • Undertake higher-level teaching and learning responsibilities, including leading planned learning activities for individuals, groups and, where appropriate, classes, with clear planning, oversight and feedback to the relevant teacher/SENCO. • Promote increasing pupil independence by using scaffolding, assistive technology and explicit strategies that reduce barriers without creating unnecessary dependence on adult support.
Key Responsibilities	SEN Support • Deliver individual, small-group and whole-class support under the guidance of teaching staff across all curriculum areas in KS3 and KS4, including structured support in Maths lessons, particularly GCSE Maths classes. • Deliver targeted 1:1 and small group interventions in literacy, numeracy and social-emotional skills. • Lead and, where appropriate, plan or co-plan structured learning activities/interventions; adapt delivery in response to pupil performance and use formative assessment to identify next steps. • Deliver well-chosen, evidence-based structured interventions, and apply a 'least support first' approach, using prompting, clueing,

modelling and correcting to build pupil independence before giving direct answers.

- Provide reading, writing and Maths support in lessons and examinations.
- Support pupils in achieving EHCP targets and individual learning goals.
- Contribute to the assess-plan-do-review cycle, pupil profiles/passports and individual provision plans, and support the accurate implementation and review of provision specified in Education, Health and Care Plans (EHCPs).
- Work closely with the SENCO and teaching staff to ensure lesson content is accessible.
- Create and adapt differentiated resources and strategies to support learning for pupils with SEN.
- Implement and help embed reasonable adjustments for pupils with SEND, and advise staff on practical ways to remove barriers to participation and learning.
- Provide guidance and prompting to encourage pupil participation, independence and self-regulation.
- Implement behaviour management strategies to support effective learning.
- Track and monitor pupil progress, using pupil performance data to inform intervention, particularly in Maths, and providing feedback to teachers, the SENCO and parents.
- Evaluate the impact of interventions and support using appropriate evidence, identify when progress is insufficient, and raise concerns promptly so provision can be adjusted.

Whole-School Support

- Assist teachers with classroom preparation, displays and lesson resources.
- Contribute to lesson preparation and adaptation at a higher level by helping teachers anticipate barriers, identify suitable scaffolds and adjustments, and evaluate whether support is enabling pupils to access ambitious curriculum content.
- Support co-curricular enrichment activities, including Forest School, sports and games, adapting for SEN pupils as needed.
- Supervise pupils during breaks, lunchtimes and unstructured times, promoting inclusion and positive social interactions.
- Accompany pupils on school trips and residential visits, ensuring SEN needs are met.
- Act as a positive role model, demonstrating the school's values, ethos and behaviour expectations.
- Where appropriately deployed, lead planned learning for groups or classes on a short-term basis only and provide clear handover/feedback on learning, engagement, misconceptions and next steps.
- Participate in marketing and liaison events, including Open Days.

Management and Reporting

- Maintain accurate records of interventions and progress, using Engage (MIS).
- Maintain evidence that agreed SEND/EHCP provision has been delivered, including frequency, pupil response and outcomes, in line with school systems and confidentiality/data-protection requirements.
- Provide written reports on progress to the SENCO, teachers and parents.

Communications

- Communicate effectively and professionally with parents, teachers, Heads of Department and external agencies regarding pupil progress and support.
- Follow school policies for communication, safeguarding and confidentiality.

Pastoral Responsibilities

- Promote the general progress, well-being and inclusion of pupils with SEN.
- Apply effective behaviour management strategies to support learning, encouraging positive attitudes, resilience and engagement.
- Identify and communicate concerns regarding pupils' emotional or social development to the SENCO.

Other Duties

- Support the school's policies, safeguarding and Health & Safety practices, including risk assessments.
- Understand and follow current statutory safeguarding guidance applicable to the school, including recognising and reporting concerns promptly and following the school's safeguarding and child-protection procedures.
- Support reasonable adjustments for pupils and staff with disabilities. For pupils, actively contribute to identifying, implementing and reviewing reasonable adjustments so that disability-related barriers are anticipated and reduced, in line with the Equality Act 2010 and school policy.
- Undertake other reasonable duties as required by the Headmaster or SENCO.
- Participate in the full life of the school, including but not limited to the Carol Service, Speech Day and the whole school beach trip.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. You may be required to undertake other duties from time to time, as we may reasonably require or are necessary for the performance of your job within the context of an independent school and to meet the changing demands of the school.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Candidate Requirements	Essential • Relevant Teaching or HLTA status. • Experience supporting pupils with SEN across a range of curriculum subjects at KS3 and KS4. • Experience or confidence supporting pupils in Maths lessons, particularly GCSE Maths, with a working understanding of GCSE Maths curriculum content. • Experience delivering 1:1 and small group interventions. • Experience supporting EHCP targets and monitoring progress. • Knowledge of pupil performance data and assessment strategies, and the ability to interpret and use this data to inform intervention. • ICT literacy to integrate technology into SEN support. • Ability to work sensitively, empathetically and collaboratively with pupils and staff. • Excellent written and oral communication skills. • Commitment to safeguarding, inclusion and pupil well-being. • Ability to lead planned learning independently at an appropriate higher level, use formative assessment, adapt teaching/support and provide purposeful feedback to teachers and the SENCO. • Ability to use and support pupils with assistive technology and accessibility tools to increase curriculum access and independence. • Self-reflective, proactive and committed to professional development. • Ability to work independently and use initiative. • Enthusiasm, adaptability and a strong work ethic. • Willingness to contribute to extracurricular activities and school trips. • Familiarity with strategies and interventions to raise achievement and motivation. • Commitment to celebrating pupils' achievements and promoting inclusion. • High personal standards of conduct, presentation and punctuality. Desirable • Experience working in a similar role or independent school setting. • Experience supporting sport, games or Forest School lessons for SEN pupils. • Working knowledge of G Suite (Google Classroom/Google Drive).
Other Conditions	<u>Offer Conditions</u> Cundall Manor School is committed to safeguarding and promoting the welfare of children, therefore the offer of employment is subject to the satisfactory completion of a number of background checks including but not limited to an enhanced DBS check with Children's Barred List check, the

taking up and verification of references, and the verification of career history and fitness to undertake the role, as well as an online check.

Health and Safety

Under the Health and Safety at Work Act 1974 and subsequent legislation, the school is obliged to provide you with a workplace and working conditions which, so far as is reasonably practicable, are safe and without risk to health. You are required by health and safety legislation to take reasonable care for your own health and safety and for the health and safety of others.