

Recruitment Pack

Higher Level Teaching Assistant (HLTA) – Inclusion

Job Grade: SO1

Salary Range: £40,404-£41,637

Actual Salary (TTO): £35,024-£36,093

Hours: 35 hours per week, Term Time Only

Contract: Permanent

Start Date: As soon as possible

How to Apply:

Applications must be submitted via the Islington jobs portal at www.islington.gov.uk.

Application deadline:

Midnight, 19th April 2026

For assistance, contact:

schoolsrecruitment@islington.gov.uk.

To arrange a visit, contact:

School Business Manager: 0207 226 5020.

Recruitment Pack – HLTA for Inclusion

Welcome Letter from the Headteacher

Dear Candidate,

Thank you for your interest in the position of HLTA for Inclusion at Canonbury Primary School.

At Canonbury, we are committed to creating a warm, inclusive and supportive environment where every child has a sense of belonging and thrives in their learning and play. Our Inclusion Team plays a crucial role in ensuring that we understand and meet children's diverse needs with expertise, creativity and compassion.

We are seeking a dedicated and skilled HLTA who can support pupils with a wide range of needs, work collaboratively with staff, and embody our school values of kindness, respect and ambition. You will be joining a vibrant, friendly team who share a determination to continually strengthen our inclusive practice.

Our school is situated in the heart of Islington, close to excellent transport links at Highbury and Islington station. We warmly welcome visits so you can experience for yourself the positive ethos and strong sense of community that makes Canonbury a wonderful place to work.

We look forward to receiving your application,

Patrick Mildren, Headteacher

Job Description

Higher Level Teaching Assistant (HLTA) – Inclusion

Job Purpose

To support the learning, development, and inclusion of pupils with complex Special Educational Needs (SEN) and other barriers. The HLTA will work with the SENDCo, class teachers and Inclusion Leader to plan, deliver and assess a personalised curriculum to pupils, in line with ECHPs and SEMH needs.

Key Responsibilities

- Provide for the learning, development, and inclusion of pupils with complex Special Educational Needs (SEN) and other barriers to learning.
- Support pupils in an alternatively resourced provision environment and the classroom, according to need.
- Supervise supporting TA(s) working in the alternatively resourced provision space.

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Key Responsibilities

Teaching and Learning

- Deliver high-quality, tailored learning activities for individuals and small groups of students with complex Special Educational Needs (SEN).
- Lead group sessions, lessons, and interventions under the guidance of the class teacher and the Special Educational Needs Coordinator (SENCO).
- Implement specialized strategies to support students with Autism Spectrum Conditions (ASC), Social, Emotional, and Mental Health (SEMH) needs, and self-regulation needs.
- Foster the development of independence, communication, and social interaction skills among students

Planning and Curriculum Development

- Collaborate with the SENCO, Inclusion Lead, and class teachers to:
 - Co-plan personalized learning programs.
 - Develop and adapt curriculum content to address individual needs.
 - Create engaging and accessible learning experiences.
- Contribute to the advancement of inclusive provisions throughout the school.

Supervision

- Supervise the Special Educational Needs (SEN) teaching assistant(s) supporting children with alternatively resourced provision
- Supervise classes on an occasional basis should need arise

Assessment and Progress

- Observe, assess, and document pupil progress in relation to individual targets.
- Contribute to the development and review of Education, Health, and Care Plans (EHCPs) and provision mapping.
- Utilize assessment data to inform subsequent steps and planning.
- Provide regular feedback to teachers, the Special Educational Needs Coordinator (SENCO), and parents as appropriate.

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Individual Support and Provision

- Design and implement individualized timetables tailored to each pupil's needs, which include:
 - Structured learning periods
 - Sensory and regulation breaks
 - Opportunities for social communication
- Assist pupils with emotional regulation by employing consistent strategies.
- Implement behavior support plans and conduct risk assessments as necessary.
- Facilitate smooth transitions between alternative provisions and classrooms, as well as between year groups.

Inclusion and Wellbeing

- Foster a safe, supportive, and inclusive learning environment.
- Establish positive, trusting relationships with pupils to enhance their wellbeing.
- Support transitions throughout the school day and between various activities.

Collaboration and Communication

- Collaborate closely with:
 - The Special Educational Needs and Disabilities Coordinator (SENDCo)
 - Class teachers
 - The Inclusion Lead
 - External professionals (e.g., therapists, educational psychologists)
- Actively participate in meetings, reviews, and planning discussions.
- Model effective Special Educational Needs (SEN) practices for other staff when appropriate.

Parents and Families

- Establish trusting relationships and maintain consistent communication with parents and caregivers of pupils with Special Educational Needs and Disabilities (SEND), including those in alternative provision.
- Assist families in understanding and engaging with the available provisions, providing guidance to additional support services as needed

Professional Responsibilities

- Uphold confidentiality and adhere to safeguarding procedures at all times.
- Participate in relevant training and professional development opportunities.
- Stay informed about best practices in Special Educational Needs (SEN), with a particular focus on Autism Spectrum Conditions (ASC), Social, Emotional, and Mental Health (SEMH) issues, and regulatory strategies.
- to occasionally take on other reasonable duties proportionate to the role, as directed by the Headteacher

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Person Specification		
Criteria	Essential	Desirable
QUALIFICATIONS & TRAINING		
HLTA status or equivalent qualification	✓	
GCSE (or equivalent) in English and Maths	✓	
Relevant SEND qualification or specialist training (e.g. ELSA, Autism/ADHD awareness, Makaton, THRIVE)		✓
Safeguarding / Child Protection training	✓	
EXPERIENCE		
Significant experience working as a Teaching Assistant, ideally at HLTA level	✓	
Experience supporting pupils with a range of SEND needs in a school setting	✓	
Experience delivering and/or planning alternative provision or interventions		✓
Experience working with pupils with SEMH needs and/or who need support for self-regulation	✓	
Experience of contributing to EHCPs, SEND reviews, or multi-agency meetings		✓
Experience working with families from diverse backgrounds		✓
SKILLS, KNOWLEDGE & PERSONAL QUALITIES		
Strong knowledge of the SEND Code of Practice 2015 and relevant legislation	✓	
Ability to plan, resource, and deliver differentiated learning activities	✓	
Excellent interpersonal skills and ability to build trusting relationships with vulnerable pupils	✓	
Calm, patient, and resilient when working with pupils with complex needs	✓	
Strong written and verbal communication skills for reporting, records, and family liaison	✓	
Ability to work collaboratively as part of a team and to use own initiative	✓	
Knowledge of trauma-informed approaches and/or attachment theory		✓
Familiarity with specific interventions (e.g. Zones of Regulation, Drawing & Talking, ELSA)		✓
Experience using school MIS systems (e.g. Arbor)		✓