



CANDIDATE INFORMATION PACK

Part Time SEND Higher Level Teaching Assistant

Closing Date: Wednesday 17 June 2026
Shortlisting: Thursday 18 June 2026
Interviews: Monday 22 June 2026
Start Date: ASAP



THE
**QUEEN'S
SCHOOL**



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Join one of the North West's top-performing independent schools

Thank you for your interest in the position of SEND Higher Level Teaching Assistant at The Queen's School. Reporting to the SENCO and ultimately the Deputy Head of Lower School, this is a role for a committed and skilled individual seeking to make a meaningful difference to pupil outcomes and maintain the high quality of provision in our Lower School.

The role is central to ensuring that pupils with additional needs receive tailored, high-quality support through effective interventions, careful monitoring of progress, and the development of inclusive classroom practices that enable all learners to thrive. The successful candidate will work collaboratively with teachers, parents, and external agencies, while maintaining accurate records and supporting statutory SEND processes. They will play a key role in delivering targeted support, guiding colleagues, and promoting a consistent, inclusive approach to teaching and learning.

The first-choice school for happy, confident, future-ready girls, our approach brings together strong academic standards, a city-powered co-curricular and enrichment programme, and highly personalised pupil support. This means consistently exceptional outcomes; breadth of opportunities from sports, the arts and STEM to future skills and leadership; and a level of individual attention enabled by our boutique scale, flexible curriculum pathways, close relationships and decisions shaped around every girl's needs, interests and passions. From our newly launched Pre-School through to Year 13, our all-girls environment increases participation, removes barriers and gives pupils the confidence to step forward and have a go.

More information about our approach is available at www.thequeensschool.co.uk.

I look forward to receiving your application.

Joanne Keville
Head

Job Description: SEND Higher Level Teaching Assistant

Responsible to: The School SENCO on day-to-day issues and ultimately the Deputy Head of the Lower School in all matters.

Purpose of the role:

The key task of the SEND HLTA is to ensure that SEND provision is both efficiently and effectively managed at the Lower School under the leadership and guidance of the School SENCO. It is expected that all legal and statutory requirements for students with SEND are met by the SENCO via the SEND HLTA working in conjunction with the Deputy Head of the Lower School, SLT and Form Teachers.

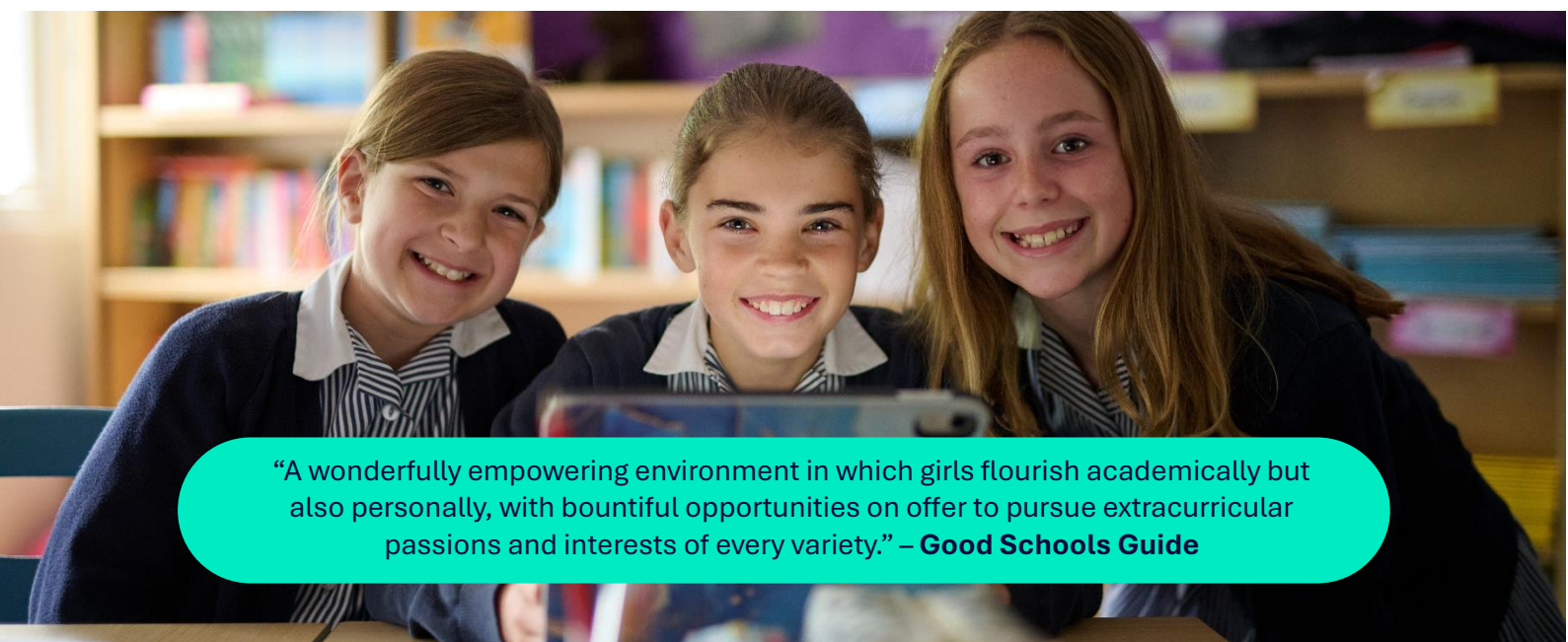
Objectives of the post:

- Oversee and manage the SEND provision throughout the Lower School under the leadership of the SENCO;
- Liaise with staff to develop a personalised approach for all pupils with additional needs enabling them to access the curriculum and make good progress;
- Monitor progress of all pupils, assess, plan and deliver interventions for identified pupils;
- Support the SENCO with paperwork, meetings and other SEND tasks;
- Communicate effectively with parent/carers;
- Interact on a professional level with colleagues and seek to establish and maintain productive relationships with the aim of improving the quality of teaching and learning in the school.

Key responsibilities:

The SENCO, with the support of the Head, Deputy Head of Lower School and Governing body, takes responsibility for the day-to-day operation of provision made by the school for pupils with SEND.

The SEND HLTA provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all pupils at the Lower School.



“A wonderfully empowering environment in which girls flourish academically but also personally, with bountiful opportunities on offer to pursue extracurricular passions and interests of every variety.” – **Good Schools Guide**



It is the statutory duty of all members of the teaching staff to safeguard and promote the welfare of all children at the school and to adhere to the school's safeguarding policy and procedures.

SEND Provision in the Lower School (alongside the SENCO)

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning;
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed;
- Liaise with and coordinate the contribution of external agencies;
- To maintain and update SEND documents including the provision map and tracking data;
- Work with individual and groups of pupils to support learning, oversee and support the implementation of interventions by other TA's.

Progress and Achievement of Students

- Monitor the achievements, welfare and discipline of pupils, and follow up the progress reviews, liaising with the pastoral team and parents when appropriate;
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice;
- Liaise with teachers and feeder schools particularly regarding transition and other relevant external providers.

Teaching and Learning

- Work closely with teaching staff to ensure there is a clear understanding of SEND issues and a joined-up approach to support;
- Work with pupils, SENCO, subject leaders, form teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEND pupils;
- Work within classrooms to support pupils as well as 1-1 and group interventions;
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum;
- Oversee and monitor the quality of ISPs and other support plans such as pastoral support plans and maintain detailed information for subsequent meetings with parents;

Teaching and Learning (continued)

- Develop and maintain systems, with the SENCO, for colleagues to monitor and record progress made by pupils with SEN towards the achievement of targets set in ISPs and support plans;
- Overview of ISPs and support plans produced by the Teaching Assistants on a termly basis;
- Support the school in meeting statutory responsibilities for SEND provision and review;
- Support the transition process for all pupils joining the school, ensuring that relevant information is shared with teachers and that pupil starting points are known.

Curriculum

- Ensure that work in the curriculum is developed and reviewed regularly in co-operation with all members of the department to meet the needs of SEND pupils;
- Contribute to the work of the school's Pastoral Team;
- Facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.

Other Professional Requirements

- Have a working knowledge of HLTA's professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school, especially those relating to the safeguarding of, and promoting the welfare of, children;
- Establish effective working relationships and set a good example through personal presentation and professional conduct;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take responsibility for their own professional development and duties in relation to school policies and practices;
- Provide guidance and advice on educational and social matters where appropriate;
- Contribute to the induction of new members of staff;
- Carry out supervisory duties during breaks and lunch;
- Contribute towards the marketing of the school by participating in Open Mornings and parent events;
- Take part in the professional review programme as a mentee and as a mentor, as directed;
- Participate, when appropriate, in meetings and functions with colleagues and parents;
- Carry out other associated duties as are reasonably assigned by the Head or other appropriate senior members of staff.
- Contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

The post holder may also be required to perform any other duties as may be reasonably required as far is relevant to the post holder's grade and level of responsibility, for which the post holder has the necessary experience and/or training. Responsibilities may be subject to review from time to time and amended to reflect changing circumstances.

Person Specification – SEND Higher Level Teaching Assistant (HLTA)

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria
Qualifications	<p>5 GCSEs including English and Maths at Grade C/4 or above or equivalent</p> <p>First aid training or a willingness to complete it</p>	<p>A-Level qualifications or equivalent</p> <p>Formal Teaching Assistant qualification/HTLA status</p> <p>ELSA Qualification</p> <p>Further professional development in special educational needs/disabilities</p>
Experience:	<p>Experience of working with foundation stage, KS1 and/or KS2 pupils with SEND needs – providing in class support, group work and working on a 1:1 basis</p> <p>Planning and delivery of interventions</p> <p>Effective use of ICT</p> <p>Experience of working with outside professionals</p> <p>Experience of SEND paperwork</p>	<p>Delivery of targeted interventions to develop literacy, numeracy and social skills</p> <p>Working with pupils with physical disabilities</p> <p>Liaison with parents</p> <p>Use of screening tools to identify needs e.g. reading and spelling assessments</p>
Skills and personal competencies	<p>Excellent communication and organisation skills</p> <p>Ability to work under pressure while maintaining a positive, professional attitude</p> <p>Ability to organise and prioritise workload and work on own initiative</p> <p>Ability to keep records for any pupils involved in interventions, provision maps</p>	<p>Specific knowledge on how to support pupils with social communication needs (Autism)</p> <p>Knowledge of emotionally based school non-attendance</p> <p>Knowledge of emotional literacy strategies</p> <p>Assist with access arrangements implementation</p>

<p>Skills and personal competencies (Continued)</p>	<p>Approachable and empathetic to the needs of others</p> <p>An ability to relate well to children and develop effective, professional working relationships with adults</p> <p>Ability and a commitment to work flexibly and respond to unplanned situations</p> <p>To monitor pupils progress and report to SENCO</p>	
<p>Knowledge</p>	<p>Understanding of strategies to make learning accessible to young people with a range SEND needs</p> <p>Understanding of how behaviour can be a way for young people to communicate their needs and how to respond to this</p>	<p>Knowledge of SPLD's</p>

Benefits

The successful candidate will be offered an attractive and competitive package reflecting the significance of this role. The package has several other benefits including:

- A strong sense of community
- Supportive colleagues
- A competitive salary
- Pension Scheme
- Discounted school fees
- Subsidised meals and refreshments available
- Access to 24/7 online GP and other health and well-being experts
- On site parking if required
- Regular social events
- Small teaching classes

Notes

We hope that this brochure provides you with plenty of detail about the role and the School in general. If, however, you have any other specific questions you would like answered before deciding whether to make an application, please email the Human Resource Department at recruitment@thequeensschool.co.uk



Application Process

Please read all the information provided before completing your application. All applications should be made electronically.

Key Dates

- Closing date: **Wednesday 17 June 2026**
- Interviews: **Monday 22 June 2026**
- Start date: **ASAP**

When completing your application, you should submit:

- The School's official application form - available at <https://www.thequeensschool.co.uk/our-school/job-vacancies>
- Please note that applications will **only** be considered on the School's application form.
- A letter of application, (no more than one side of A4) which should include your reasons for applying for the position. This becomes particularly crucial if your situation involves significant factors such as a notable change in pay, a shift in career, or relocation. Please address to the Human Resources Department and **submit by 9am on Wednesday 17 June 2026** by emailing: recruitment@thequeensschool.co.uk
- Please do not send testimonials, certificates, or examples of work etc.

It is The Queen's School policy that feedback will not be given following application.

To ensure a fair process for all candidates, we usually do not consider repeat applications within a 6-month period unless there has been a notable change in your experience.