

SEND HLTA



Post Title: Special Educational Needs and/or Disability HLTA
Scale Point: Grade F point 12-17 (£28,598.00 - £31,022.00 F.T.E) actual salary £21,410.16 – £23,333.33
Hours: 32.5 hrs per week - Monday to Friday (term time only).
Contract: Fixed term (potential of being made permanent for the right candidate) to from 03/09/26 - 31/08/27
Closing Date: Friday 3rd July 2026
Interview: Planned for Wednesday 8th and Thursday 9th July 2026
** We reserve the right to close this advert early if a high volume of suitable applications is received. We do encourage early submission.
Organisation: Sherwell Valley Primary School - Torbay Council

Are you looking for a role where your "office" is a space of breakthrough moments, tailored support, and celebrating every individual milestone? Do you want to bring your expertise to an environment that truly values its staff and champions inclusivity? At Sherwell Valley, we believe that removing barriers to learning is one of the most important jobs in education. We are looking for a dedicated, creative, and adaptive SEND HLTA to join our incredible Key Stage 1 team.

As a SEND/Disability HLTA, you will:

- Be a Champion for Inclusivity: Lead, plan, and deliver targeted group teaching and bespoke interventions predominantly across KS1, ensuring every child can access the curriculum.
- Unlock Potential: Work closely with the SENDCo and class teachers to adapt learning materials, creating sensory, visual, and practical resources that turn challenges into "lightbulb" moments.
- Support Key Milestones: Empower children with SEND/Disabilities as they navigate crucial KS1 milestones in phonics, early maths, communication, and emotional regulation.
- Observe, Assess & Adapt: Use your expertise to track progress, monitor the impact of interventions, and skillfully adjust your teaching to meet the unique needs of each learner.
- Nurture Wellbeing: Be a reassuring, consistent anchor for children with complex needs, fostering independence while working collaboratively with parents, carers, and external specialists.

We Are Looking For:

- An experienced practitioner with a Higher Level Teaching Assistant (HLTA) qualification (or equivalent experience/readiness to fulfill HLTA duties).
- Deep knowledge and a genuine passion for supporting children with SEND and disabilities within Key Stage 1.
- A "roll-up-your-sleeves" attitude, excellent emotional resilience, and a creative approach to problem-solving.
- Outstanding communication skills to build trust with children, collaborate with colleagues, and support parents/carers.

This post falls into the category of Regulated Activity. *Sherwell Valley Primary School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service and a basic full name search on Google. An enhanced DBS check is required for this post.*

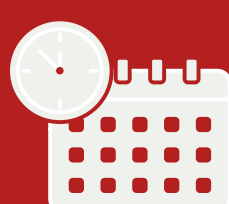
Shaping futures in Torbay

At Sherwell Valley Primary School, we believe in the potential of all children and go above and beyond to provide them with the support they need to thrive. Sherwell Valley is a great place to work, with wide opportunities and excellent support.



**Visits are warmly welcomed.
Please call the office or email to
arrange a convenient date and
time**

**01803613296
recruitment@svps1.com**



Start date: 01/09/2026

**Sherwell Valley Primary School,
Hawkins Avenue, Chelston,
Torquay, TQ2 6ES**





- **Respect** – You will consistently demonstrate respectful interactions with all children, tailoring your approach to support their individual needs, neurodiversity, and differences. You will create meaningful opportunities for pupils to feel valued, ensuring their voices and perspectives are genuinely considered. Within your small groups and across KS1, you will foster a culture of kindness, acceptance, and mutual respect, celebrating diverse learning styles.
- **Resilience** – You will empower children to develop practical coping mechanisms when facing barriers to learning or social-emotional challenges, encouraging a robust growth mindset. Through safe, structured group teaching, you will provide a secure environment where pupils with SEND feel confident to take risks, learn from mistakes, and ask for help.
- **Aspiration** – You will adopt a strengths-based approach, focusing on what pupils can do and celebrating every achievement—no matter how small—to build self-esteem and motivation. Collaborating with class teachers and the SENDCo, you will help set ambitious yet achievable targets, guiding children to see how developing their current skills contributes to their future success and lifelong aspirations.
- **Collaboration** – You will design and lead inclusive group activities that encourage teamwork, shared understanding, and a sense of belonging for children of all abilities. Recognising that holistic support is a team effort, you will work closely and transparently with class teachers, the SENDCo, parents, carers, and external professionals to ensure a unified, consistent approach to each child's development.
- **Responsibility** – You will skillfully guide pupils to engage with their learning goals, helping them reflect on their own progress and build independent learning skills. You will consistently reinforce positive behaviour expectations, providing the structured boundaries and tailored support that children with SEND need to understand the impact of their actions.



Why Sherwell Valley Primary School?

A Supportive Community: At Sherwell Valley, we pride ourselves on our supportive culture. You will be a valued member of our team, where your contributions are recognised and celebrated.

Collaborative Teams: You will work within a school team, supported by experienced and confident leaders, fostering a collaborative and enriching working environment.

Opportunities for Growth: We believe in the growth of our staff as much as our children. With wide opportunities for professional development, you'll find room to expand your skills and knowledge in a nurturing environment.

A Vibrant Learning Environment: Our school is a lively, engaging and positive place for both children and staff. We strive to make our school the best imaginable, where creativity, innovation and dedication are at the heart of all we do.

We can offer you an amazing place to work and some great benefits, including:

- Competitive pay and opportunities to develop your skills.
- Teachers' pension scheme.
- Eden Red/My Lifestyles - our benefits scheme which provides a range of great savings and perks for staff.
- On-site parking and well equipped school workplace.
- Opportunities to access quality CPD, to ensure professional success and personal satisfaction.
- A team of dedicated staff who are passionate about supporting teaching and learning to provide the best start to all children's education and well-being that attend our school.
- A culture of trust which is fair, developmental and supportive of staff and children.
- A strong and achievable school vision and values that are embedded in our school.
- Supportive team.
- Leadership experience.



Job description: HLTA with SEND Responsibilities

At Sherwell Valley Primary, we are committed to building a diverse and inclusive workforce. We encourage applications from all qualified and suitable candidates who share our passion for supporting children and their families.

Job Details:

Salary: Grade F point 12-17 (£28,598.00 - £31,022.00 F.T.E) actual salary £21,410.16 – £23,333.33 term time only – 39 weeks per year.

Hours: 32.5 hours per week

Contract: Fixed term (with the potential of being made permanent for the right candidate)

Reporting to: Head Teacher / SENDCo

Main purpose

The HLTA with responsibility for SEND works in collaboration with class teachers, the SENDCo and support staff. They play a crucial role in fostering an inclusive and supportive learning environment where children with SEND are empowered to be resilient learners, feel respected for their individuality, take responsibility for their growth, collaborate effectively with others, and develop high aspirations for their future. The HLTA's work will involve actively shaping a positive and empowering educational experience for children with SEND.

Key Responsibilities

Direct Support for Pupils with SEND:

- **Supporting Personalised Learning Plans (PLP's) and Education, Health and Care Plans (EHCPs):** Working directly with children to deliver interventions and support outlined in their plans, under the guidance of the SENDCo and class teacher.
- **Delivering Targeted Interventions and Elements of Bespoke Curriculums:** Leading individual or small group sessions focusing on specific learning needs, such as literacy, numeracy, social skills, or communication.
- **Adapting Learning Materials and Activities:** Modifying resources and tasks to make them accessible to children with a range of needs.
- **Monitoring and Assessing Progress:** Observing and recording students' progress, providing feedback to the SENDCo and class teacher to inform future planning.



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- **Providing Personal Care:** Assisting with personal care needs, if required and trained, while maintaining the student's dignity.
- **Promoting Independence and Inclusion:** Encouraging students to develop self-reliance and participate fully in a range of activities including within the wider school environment.
- **Supporting Social and Emotional Well-being:** Building positive relationships with students and providing a supportive and nurturing environment.
- **Managing Challenging Behaviour:** Implementing strategies to support students with behavioural difficulties, in line with school policies and individual plans.

Working Alongside the SENDCo:

Contributing to Assessment and Planning: Participating in the identification of SEND, contributing to assessments, and assisting in the development, implementation and review of PLPs and EHCPs.

Liaising with Teachers and Other Staff: Communicating effectively with class teachers and other support staff to share information about students' needs and progress. Collaboratively working with teachers to plan appropriately when a bespoke curriculum is required in order to meet the needs of a child as well as the provision outlined in an EHCP and/or PLP.

Contributing to Staff Training: Sharing knowledge and expertise with other staff members on strategies for supporting children with SEND, sometimes under the direction of the SENDCo.

Development of SEND provision and environments: Ensuring areas devoted to the support of children with SEND are effective and allow children to make progress in all areas.

Liaising with Parents and Carers: Communicating with parents and carers about their child's progress and support, often in collaboration with the SENDCo / Class teacher.

Working with External Agencies: Supporting the SENDCo in liaising with external professionals such as educational psychologists, speech and language therapists, occupational therapists and outreach services.

Maintaining Records: Assisting the SENDCo in keeping accurate and up-to-date records of children with SEND.

Contributing to the Development of SEND Policy and Practice: Providing insights and feedback to the SENDCo on the effectiveness of current policies and practices.



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Safeguarding and Well-being

- Follow all statutory safeguarding policies and adhere to the school's child protection and health & safety procedures.
- Work closely with the Designated Safeguarding Lead (DSL) to ensure the best interests of all pupils.
- Actively promote and uphold a culture of safeguarding, reporting concerns and taking appropriate action when necessary.

Additional Information

This job description outlines the core duties and responsibilities of the role. However, the post holder may be required to undertake additional tasks that align with the nature and level of the role to support the evolving needs of the school.

We look forward to welcoming a compassionate and dedicated individual to our team, someone who is committed to making a real difference in the lives of our pupils.

About the Selection Process

Those candidates whose applications we are pursuing will be contacted shortly after the closing date and invited to interview. At this stage we will take up references unless the candidate explicitly asks us not to contact a referee at this stage.

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Person Specification

CRITERIA	QUALITIES
Qualifications and training	HLTA Status (qualified) GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
Experience	Experience working in a school environment or other educational setting. Experience working with children / young people with additional needs (e.g. special educational needs (SEN) and disabilities, behavioural needs, mental health needs). Experience in supporting leadership with safeguarding cases. Experience supporting and working with parents of young people. Experience working with colleagues and external stakeholders (e.g. from external agencies). Experience of keeping good written records
Skills and knowledge	Good listening skills. Effective written and verbal communication skills. Good IT skills. Knowledge of the barriers to learning that pupils may face. Ability to create good relationships with children, staff, parents and external agencies. Knowledge of available support services in the local area. Safeguarding of children and young people. Knowledge of Early Years child development.
Personal qualities	Patient and calm. Wants to provide the best possible opportunities for all pupils. Organised, good time management skills, proactive and self-motivated. Upholds and promotes the ethos and values of the school. Ability to work under pressure and prioritise effectively. Maintains confidentiality at all times. Committed to safeguarding, equality, diversity and inclusion. Recognises the significance of confidentiality in preserving integrity and protecting sensitive information.



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