



Outdoor SEMH SEND Provision Lead

GLPC Job Description

Job Title	Higher Level Teaching Assistant (Supporting and Delivering Learning) (Level 4)		
Location	Canopy / Holsworthy C of E Primary School		
Reporting to (job title)	Amy Symons (headteacher)		
Effective date	September 2026		
Evaluated Grade	E	Job Number	G.0719

Job Purpose including main duties and responsibilities:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals and/or groups and monitoring pupils and assessing, recording and reporting of pupils' achievement, progress and development.

To be responsible for the management and development of the outdoor learning space (Canopy) within the school and management of other teaching assistants including allocation and monitoring of work.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Main duties and responsibilities:

To work under an agreed system of supervision/management to deliver learning and to be a specialist knowledge resource by:

- Leading the SEND Provision planning cycle under supervision
- Resourcing and managing the outdoor SEND Provision space
- Delivering and leading sessions to groups of pupils
- Assessing pupil progress
- Managing other staff who work within the outdoor SEND team

Support the assigned teacher and SENDCo by:

- Organising and managing an appropriate learning environment and resources
- Within an agreed system of supervision, planning to challenge teaching and learning objectives and evaluating and adjusting sessions as appropriate
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Working within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence





- Supporting the role of parents in pupils' learning and contributing to meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Producing lesson plans

Supporting pupils by:

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Developing and implementing learning plans
- Promoting the inclusion and acceptance of all pupils within the setting
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

- Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Delivering local and national learning strategies and making effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aid/resources/equipment

Support the school by:

- Complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting inclusion and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher and senior leadership, to support achievement and progress of pupils
- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognising own strengths and areas of expertise and using these to lead, advise and support others

To Undertake Line Management Responsibilities Where Appropriate by:

- Managing other teaching assistants
- Liaising between managers/teaching staff and teaching assistants
- Holding regular team meetings with managed staff
- Representing teaching assistants at teaching staff/management/other appropriate meetings
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants





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Date:

Signatures:

Manager.....

Postholder.....



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Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management of people	N/a		○ A/I
Experience	○ Proven experience of working with children of relevant age in a learning environment. ○ Experience of working with national programmes and strategies ○ Knowledge and compliance with policies and procedures relevant to child protection and health and safety.	○	○ A/I
Practical Skills	○ Ability to relate well to children and adults	○	○ A/I
Communication	○ Ability to fulfil all spoken aspects of the role with confidence and fluency in English ○ Communicates well with pupils, including those that may have special needs, to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary.	○	○ A/I
Personal Qualities	○ Able to work effectively as a team ○ Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	○	○ A/I
Technology / IT Skills	○ Effective use of ICT and other specialist equipment and resources	○	○ A/I
Education and Training	○ NVQ 4 for Teaching Assistants or equivalent HLTA standards or experience ○ Requirement to participate in training/development as/when identified by line manager as essential for performance of the post ○ Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE ○ Numeracy/literacy skills (at least equivalent to Level 2 of the	○	○ A/I





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National Qualifications Framework)

Professional Registration	N/A	Certificate/Registration
Equal Opportunities	Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations.	Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary	OH1
Other relevant factors	Commit and conform to DCC Customer Service Standards	



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Direct line management of up to five members of support staff including holding team meetings, induction, training and supervision and appraisals for those support staff.

Mentoring for teaching assistants.

2. Creativity & Innovation

Work under the guidance of teaching / senior staff with a degree of autonomy but in line with the framework set by the teacher.

Responsible for producing lesson plans and worksheets with challenging objectives. Also responsible for adjusting lessons and work plans to support students reaching their targets.

Manage and develop a specialist area within the school in line with the School's Development Plan.

Undertake the role in line with the School's adopted policies and procedures.

3. Contacts & Relationships

Communicate with all students whilst delivering lessons to whole classes.

While delivering whole class lessons, direct Teaching Assistants to support the students within the classroom.

Contribute to / lead meetings with parents to provide feedback on student progress.

Establish constructive relationships with external agencies and professionals to support students.

4. Decisions – Discretion

Deliver whole class lessons as required that they have planned and set in line with framework set by the teacher.

Provide feedback to and write student reports on progress, achievement and other matters.

5. Decisions – Consequences

Use strategies in liaison with the classroom teacher or headteacher to support students to achieve learning goals.

Decisions made in the classroom have an impact on the student and the wider classroom.

6. Resources

Responsible for general pupil data and administration, with the use of a school laptop that remains on site.

7. Work Demands

This role requires some multi-tasking and effective time management.

The work is often interrupted, directed by student/teacher need, but does not normally require switching from one activity to another.





8. Physical Demands

The role will require the job holder to use normal physical effort, at times working in awkward positions such as sitting on low chairs or crouching down to pupil height.

9. Working Conditions

The job holder will work in a classroom-based environment that will be appropriately lit, heated and ventilated. There may be some exposure to noise, outdoor working and verbal abuse and/or poor behaviour.

10. Work Context

There will be significant interaction with parents/carers and, as such, confidentiality will be required, which could involve working with poor behaviour and sharing difficult information.

11. Knowledge & Skills

NVQ 4 for Teaching Assistants or equivalent HLTA standards or experience.

Experience of implementing national/foundation stage curriculum and other relevant learning programmes, e.g. national literacy and numeracy strategies, KS3 strategy.

Experience, under appropriate supervision, of planning, preparing and delivering effective learning programmes.

Understanding of principles of child development, learning processes and barriers to learning.

Ability to manage staff.

Proven ability to support individuals, small groups and those with additional needs.

Full working knowledge of relevant legislation, policies and codes of conduct.





Potential Hazards	Applicable to this job? (✓)	Action to be taken	<i>Examples of action to be taken (this list is not exhaustive)</i>
Display Screen Equipment			<i>Conduct regular workstation assessments through Cardinus software</i>
Electricity – fixed / portable			<i>Ensure PAT¹ certificates are up-to-date</i>
Manual handling			<i>Ensure J/H attends appropriate training</i>
Verbal / physical abuse			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Work equipment			<i>Ensure J/H is familiar with all equipment and its proper usage and maintenance</i>
Fire			<i>Ensure J/H is familiar with evacuation procedures and use of fire-fighting equipment (if appropriate)</i>
Environmental			<i>Wear appropriate PPE²</i>
Isolation / lone-working			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Slips, trips & falls			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Chemical			<i>Ensure J/H is familiar with appropriate policies & procedures and wears PPE if required</i>
Working with Vulnerable persons			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Premises related			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Transport risks			<i>Ensure J/H is familiar with operation of vehicle(s) and safety procedures</i>
Working at heights			<i>Ensure J/H wears appropriate PPE and follows safe system of work</i>
Other hazards not identified above			<i>Deal with on an individual basis,</i>





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Job Description agreed by:

Line/Originating Manager:

Name: _____ **Signature:** _____

Date: _____

Head of Service/Head teacher:

Name: _____ **Signature:** _____

Date: _____