



Job Description

Job Title: Higher Level Teaching Assistant

Responsible To: Head of Learning Support

CONTEXT:

Founded in 1653, Chetham's Foundation is a unique cultural institution and charity in the heart of Manchester combining music, education, and heritage. We are home to three extraordinary places – Chetham's School of Music, Chetham's Library, and Stoller Hall. We believe in the power of music and creativity to unite people, and we are committed to educating and inspiring new generations of musicians and thinkers.

The School is an independent boarding school for over 300 children aged between 8 and 18, all of whom excel in music. The Library is the oldest public library in the English-speaking world. The Hospital charity owns the buildings in which the School and Library operate. The School also incorporates a world-class concert hall, Stoller Hall, opened in 2017. Supporting Chetham's in achieving its excellent outcomes are around 350 employees, with a wide variety of roles including academic staff, music tutors, support staff, concert hall staff and boarding staff.

PURPOSE:

The Department

The Learning Support Department plays a vital role in ensuring that all students can thrive both academically and musically, regardless of their individual learning needs. The department supports a diverse cohort of learners including those with special educational needs and disabilities (SEND), and students with English as an Additional Language (EAL).

The department is housed in a purpose-built suite of rooms in the historical school library, and learning support staff also work across the school site, supporting students in the classroom environment.

The Learning Support Department sits under the strategic oversight and line management of the Designated Safeguarding Lead (DSL), reflecting its integral role in safeguarding, inclusion, and student welfare. It operates as part of a holistic circle of care, working closely with the pastoral and medical teams to support the whole child.

Our Students

Our students are all able, talented and committed young musicians. Whilst all have spark and potential, some have less of a grounding in music theory and a high proportion of students have additional needs. Our students are offered a place at the School through audition only – they are not selected for academic ability. We pride ourselves on being an inclusive, diverse and very special School. We want our students to have a lifelong passion for music; they perform at the highest level and are expected to achieve outstanding external examination results but we always remain focused on them being children and having all the experiences that other children have too.

Main Purpose of Role:

To support teaching and learning across the school by working alongside teachers, providing targeted support provision for individuals and small groups, taking responsibility for whole class supervision as required, and collaborating with the department and the wider school in pastoral and wellbeing support, exam access arrangements, and early identification and screening.

Key Responsibilities:

KEY RESPONSIBILITIES:

In-Class Support

- Provide in-class support for individuals or groups of students
- Collaborate with subject teachers to differentiate learning materials
- Monitor, assess, and record pupil progress, providing feedback to teachers.
- Support the development of literacy, numeracy, and other curriculum areas.
- Assist in maintaining discipline and fostering respect amongst pupils
- Create a positive and safe learning environment

Targeted Support Provision

Delivery of individual and small-group interventions, with focuses such as:

- Literacy
- Numeracy
- Musical literacy (*if applicable*)
- Exam preparation and revision
- Executive function support
- Social understanding
- Emotional regulation

Whole Class Supervision

- Opportunities to lead some learning at KS2 and KS3
- Provide high-quality cover teaching across all Key Stages
- Develop teaching practice within a supportive environment

Departmental Responsibilities

Aiding the Head of Learning Support and Assistant Head of Learning support through:

- Involvement in early identification of learning needs or additional English language support
- Liaising with academic and music staff and advising on inclusive teaching strategies
- Contributing to exam access arrangements, particularly at evidence gathering stage
- Monitoring student progress and reviewing provision
- Communicating with parents / carers regarding progress and support
- Contributing to EHCP processes and review meetings where applicable

Pastoral and Safeguarding Responsibilities

- Supporting students whose learning is affected by anxiety, pressure, or performance demands
- Promoting strategies for resilience and independence
- Working alongside pastoral teams to ensure a holistic approach to student support
- Contributing to safeguarding processes under the direction of the DSL

Whole School Responsibilities

- Understand and work within the staff code of conduct, following school policies, procedures and initiatives
- Contribute to the wider life of the school through school duties and opportunities for involvement in extra-curricular activities, trips and events

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<p>The Higher-level Teaching Assistant should have:</p> <ul style="list-style-type: none"> • HLTA qualification or equivalent experience 	<p>In addition, the Higher-level Teaching Assistant might have:</p> <p>Other relevant qualifications (e.g. Foundation Degree in Education) or National Vocational Qualifications in Supporting Teaching and Learning</p>
Experience	<p>The Higher-Level Teaching Assistant should have experience of:</p> <ul style="list-style-type: none"> • Working in school or educational setting for a minimum of 2 years • Knowledge or experience of working with young people with special educational needs including physical disability and learning difficulties. • Understanding of relevant policies/codes of practice and awareness of relevant legislation • Awareness of child protection and safeguarding 	<p>In addition, the Higher-Level Teaching Assistant might have experience of:</p> <ul style="list-style-type: none"> • working with children who have English as an Additional Language • knowledge of the national curriculum • delivering whole-class supervision • A specialist curriculum area or subject of interest
Skills	<p>The Higher-Level Teaching Assistant should be able to demonstrate strengths in:</p> <ul style="list-style-type: none"> • Teamwork and collaboration • Organisation and initiative • Record keeping and using data 	<p>In addition, the Higher-Level Teaching Assistant might have strengths in:</p> <ul style="list-style-type: none"> • leading and managing other support staff • whole-class behaviour management • inclusive curriculum development

	<ul style="list-style-type: none"> • Flexibility & adaptability • A positive, nurturing attitude • Willingness to promote inclusion and equal opportunities for all students • Ability to encourage independence and resilience in learning • Commitment to the holistic development of students 	<ul style="list-style-type: none"> • pastoral and wellbeing support
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CHILD PROTECTION AND SAFEGUARDING CHILDREN

As a post holder I recognise my responsibility to promote and safeguard the welfare of children and young people for whom I am responsible, or with whom I come into contact. I will adhere to and ensure compliance with Chetham’s Child Protection and Safeguarding Policy, the Staff Code of Conduct and related documents (available at www.chethams.com) at all times. If, in the course of carrying out the duties of the post, I become aware of any actual or potential risks to the safety or welfare of students at Chetham’s, I have a duty to follow the reporting routes and to report any concerns to the Designated Safeguarding Lead or to the Joint Principal (NS). Our Policy and Procedure is in line with national directives and must be adhered to by all staff.

Chetham’s is committed to the development of good practice and sound procedures. We will always endeavour to fulfil our duty to challenge or intervene in order to protect all students at Chetham’s. Concerns and referrals will be handled in a sensitive and professional manner which will support the needs of students and staff. Chetham’s recognises the contribution it can make to protect and support students.

I agree that I have read and understood the attached job description.

Employee’s name

Employee’s signature

Date