Higher Level Teaching Assistant (HLTA) - Behaviour and personal development
Job Title: Higher Level Teaching Assistant (Behaviour and personal development)
Location: Trimdon Hill School

Job Purpose
To lead and coordinate behaviour, wellbeing and personal development provision across the school, supporting pupils to be safe, successful and ready to learn. The HLTA will work closely with pupils, families, staff and external agencies to promote positive behaviour, emotional regulation, attendance, independence and inclusion.
The postholder will champion Trimdon Hill School's SHINE values and support pupils with autism and communication needs to develop the knowledge, skills and confidence needed to build positive relationships, manage their emotions, engage in learning and prepare for their next stages of education and life.
Key Responsibilities
Behaviour and Regulation Support

- Lead behaviour, regulation and personal development interventions for individual pupils and groups.
- Promote positive behaviour, attendance, emotional wellbeing and engagement across the school.
- Support pupils to develop independence, resilience, social communication, emotional literacy and self-regulation skills.
- Coordinate and monitor interventions linked to behaviour, wellbeing, attendance and EHCP outcomes.
- Work collaboratively with families, therapists and external agencies to improve pupil outcomes.
- Support staff through coaching, modelling and training to ensure consistent approaches to behaviour and personal development.
- Contribute to the school's safeguarding, pastoral and inclusion provision.
- Promote enriching experiences and opportunities that prepare pupils for future learning, relationships and life beyond school.
- Lead with the development, review and evaluation of Behaviour Support Plans and Risk Assessments.
- Monitor, analyse and report on behaviour incidents, patterns and trends.
- Support staff in implementing agreed behaviour strategies consistently across the school.
- Model effective de-escalation and regulation techniques.
- Provide immediate support during incidents of dysregulation and crisis situations.
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Leadership and Whole-School Development

- Contribute to behaviour and attendance improvement initiatives.
- Support the implementation of school policies and procedures.
- Deliver training, coaching and modelling to colleagues where appropriate.
- Contribute to school self-evaluation and improvement planning.

- Lead lunchtime, transition and unstructured time provision where required.

General Responsibilities

- Uphold the ethos, values and vision of Trimdon Hill School.
- Demonstrate a commitment to safeguarding and promoting the welfare of children and young people.
- Maintain confidentiality at all times.
- Attend meetings, training and professional development activities.
- Carry out other reasonable duties commensurate with the grade of the post.

Person Specification

Essential Qualifications

- HLTA Status or willingness to work towards HLTA accreditation.
- Level 3 qualification in Supporting Teaching and Learning (or equivalent).
- GCSE English and Mathematics Grade C/4 or above.

Essential Knowledge and Experience

- Experience of working with pupils with SEND, particularly autism and communication needs.
- Experience of supporting pupils with behaviours that may challenge.
- Knowledge of positive behaviour support, trauma-informed practice and emotional regulation strategies.
- Experience of delivering interventions and monitoring impact.
- Understanding of EHCPs and person-centred approaches.
- Experience working collaboratively with families and external agencies.

Essential Skills

- Excellent communication and relationship-building skills.
- Ability to remain calm under pressure.
- Strong record keeping and organisational skills.
- Ability to analyse behaviour and attendance information to identify next steps.
- Ability to motivate, engage and inspire pupils.
- Strong teamwork and problem-solving skills.

Desirable

- CPI experience
- Experience within a specialist education setting.
- Knowledge of Autism and strategies to support young people
- Experience delivering emotional literacy, wellbeing or nurture interventions.
- Experience supporting attendance improvement programmes.

Personal Qualities

The successful candidate will:

- Be patient, resilient and nurturing.
- Have a genuine commitment to improving outcomes for pupils with SEND.
- Be proactive, solution focused and adaptable.

- Demonstrate professionalism and integrity.
- Embody the SHINE values:
    - **Safe**
    - **Holistic**
    - **Inclusive**
    - **Nurturing**
    - **Empowering**

About Us

At OFG Education, we believe every student deserves an education designed around who they are. Through high expectations, deep expertise and truly personalised education, we help students realise their potential and prepare for successful futures.

Building on more than 20 years of experience, we are bringing our approach to more students and communities around the world. Across the UK, Iberia and the Gulf, our schools combine the strength, expertise and high standards of an international education group with the individuality of each school and the communities they serve.

Whatever your role, joining OFG Education means contributing to our shared ambition: empowering every student to success through truly personalised education.

About Trimdon Hill school

Trimdon Hill School opened in September 2025 meeting the needs of 42 young people aged 4 -11, with a diagnosis of autism and who may also have a range of complex learning needs, communication and sensory difficulties. Situated in Trimdon Grange, County Durham, our school building has been refurbished and re-designed to the highest standard to meet the needs of our amazing young people.

At Trimdon Hill School, every child is known, valued and supported to thrive. Our highly skilled and dedicated staff take time to understand each pupil's individual needs, ensuring learning is personalised, engaging and ambitious from the moment they join us.

We provide a calm, safe and nurturing environment where pupils develop confidence, independence and a strong sense of belonging. Through tailored teaching, specialist support and carefully adapted learning experiences, pupils make excellent progress both academically and personally.

Our inclusive school culture celebrates every achievement and encourages kindness, respect and resilience. Pupils benefit from a wide range of enriching opportunities designed around their interests and strengths, helping them discover the world around them and build positive relationships.