
Cedars Low Fell Job Description Higher Level Teaching Assistant



Job title:	HLTA with Specialist Responsibilities in Forest School
School:	Cedars, Low Fell
Line manager:	Head and Deputy Head of School
Supervisory responsibility:	As directed to supervise and train other teaching assistants
Start Date:	October 2026

Main purposes of the job

Working under the direction and within an agreed system of supervision from a qualified teacher, the post-holder will:

- Undertake responsibilities in line with the TDA standards for HLTAs.
- Model Cedars' values by fostering inclusion, positive behaviour and rigorous safeguarding in every setting—classroom, woodland and beyond.
- Prepare and deliver engaging Forest School sessions for pupils of all ages, adapting activities to meet a diverse range of complex needs.
- Champion outdoor learning across the curriculum, embedding key aspects of Personal Learning Plans through Forest School pedagogy.
- Work alongside assigned teachers in taking responsibility for the maintenance and development of Personal Learning Plans and Evidence-for-Learning portfolios, ensuring high-quality photographs, annotations and assessment data are recorded for each learner.
- Liaise professionally and regularly with parents, carers and external professionals to secure the best outcomes for every pupil.

Main responsibilities and tasks

Forest School Leadership

- Write, review and implement risk assessments for sites, tools, fires and activities.
- Maintain equipment, manage the fire circle safely and model sustainable woodland practice.
- Deliver engaging, progressive programmes that foster creativity, empathy, teamwork and stewardship of the environment.
- Develop the Forest School curriculum in collaboration with teachers and therapists, embedding communication, numeracy and wellbeing targets.
- Champion Forest School within the wider Cedars community, forging links with families and local partners to enrich outdoor learning.

HLTA & classroom support

- Promote the best possible outcomes for pupils—one-to-one, in small groups and across whole classes—by deploying a repertoire of evidence-based strategies.

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- Monitor, record and share pupils' progress against EHCP outcomes and Personal Learning Plans, ensuring evidence is communicated clearly to staff, families and professionals.
- Apply positive, relationship-centered approaches that cultivate a calm, nurturing climate for learners with complex SEND.
- Mentor and upskill teaching assistants, modelling best practice in both the classroom and the woodland.

Whole-school contribution

- Uphold Cedars' policies on safeguarding, health & safety, data protection and equality, model exemplary practice at all times.
- Support and lead extra-curricular clubs and contribute to cross-curricular outdoor initiatives.
- Participate fully in professional development and support school improvement initiatives.

The successful candidate will have:

Qualifications & Experience

- Higher Level Teaching Assistant (HLTA) status, or an equivalent recognised qualification.
- Level 3 Certificate in Forest School Leadership.
- Level 2 qualifications in English and mathematics (e.g. GCSE grade 4/C or above).
- Outdoor First Aid certificate, or a willingness to obtain this before appointment.
- Practical experience of leading Forest School or comparable outdoor learning programmes, within a specialist setting.

Knowledge, Skills & Attributes

- Proven ability to create an inclusive, safe and inspiring outdoor learning environment in all weathers.
- Good understanding of the principles of child development and learning processes.
- Confident use of ICT to enhance teaching, assessment and communication (e.g. Evidence for Learning, Bloomz).
- Skilled in relational practice and supporting individual regulation.
- Excellent communication and interpersonal skills—able to engage pupils, collaborate with colleagues and build constructive relationships with families and external professionals.
- Organised, proactive and able to manage resources, risk assessments and record-keeping under pressure.
- Reflective, resilient and committed to ongoing professional learning and sharing best practice.
- Alignment with Cedars' values and a commitment to fostering an inclusive, aspirational and environmentally responsible school culture.
- Reliable, conscientious and responsible; sets high standards for self and others.
- Awareness of legislation relating to child protection and commitment to safeguarding.
- Supports colleagues who are training or seeking to develop their professional skills and knowledge.

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Signatures – line manager and job holder

Signature of Manager:

Date:

/ /

Signature of post holder:

Date:

/ /

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