HLTA – Communication and Interaction

Job Purpose

Working alongside the TLR English and Communication and SLT, the HLTA will take a lead role in developing the school's provision for communication and interaction. The postholder will support the development of high-quality, consistent and inclusive communication and interaction practice across the school, enabling all learners to communicate their needs, preferences, thoughts, feelings and ideas as effectively as possible.

The postholder will work alongside teachers, support staff and relevant professionals to develop staff confidence, promote communication-rich learning environments and embed effective total communication approaches throughout the curriculum and school day.

The role will have a particular focus on ensuring that communication and interaction are recognised as fundamental to learning, independence, wellbeing, relationships and participation for pupils with a wide range of special educational needs and disabilities.

In addition, the post holder will support staff in delivering an inclusive curriculum and may lead learning activities for individuals, small groups and whole classes under an agreed system of supervision.

Main duties

Promote a consistent, whole-school approach to communication and interaction across all curriculum pathways, phases and areas of provision.

Support the development of a shared understanding that every interaction is an opportunity for learning, connection and communication.

Support the development of communication-friendly classrooms and wider school environments, including corridors, outdoor spaces, sensory areas and shared facilities.

Encourage the use of consistent, meaningful communication approaches throughout lessons, transitions, personal care routines, social times and other everyday activities.

Contribute to the review and development of whole-school communication priorities, guidance and resources.

Carry out intervention sessions and support work to develop communication skills with targeted groups of learners and provide relevant feedback and assessment information.

Promote the meaningful use of appropriate communication systems and resources, including objects of reference, photographs, symbols, communication boards,

communication books, signing and electronic communication aids, as appropriate to individual pupils

Support staff to understand how pupils' access and use their individual communication systems and provide relevant training.

Help ensure that communication resources are accessible, available, appropriately maintained and used meaningfully across settings.

Support staff to recognise and respond to pupils' communication attempts, including non-speaking communication, body language, gesture, vocalisation and changes in behaviour.

Work with teachers and relevant professionals to support the consistent implementation of individual communication strategies.

Provide practical guidance, coaching and peer support to teachers, HLTAs and other support staff.

Contribute to staff induction and ongoing professional development in communication and interaction.

Share effective practice, resources and examples of successful approaches across teams and pathways.

Help identify areas where staff may benefit from additional training, guidance or specialist advice.