HLTA – Sensory Regulation and Movement – Key requirements

Job Purpose

Lead proactive, sensory-informed and movement-based educational interventions across the school. Support pupils' sensory regulation, body awareness, physical participation and readiness to access learning, while coaching teachers and Education Health Care Assistants (EHCAs) to embed personalised sensory support within ordinary classroom and wider-school practice.

Under the direction and supervision of a teacher (or agreed line manager), the postholder will complement the professional work of teachers by taking responsibility for agreed learning activities. This may include planning, preparing and delivering activities for individuals or groups and short-term whole-class teaching, alongside monitoring, assessing, recording and reporting pupil achievement, progress and development.

Main Duties

Plan, deliver, adapt and evaluate individual and small-group sensory regulation and purposeful movement programmes, including sensory circuits, active movement, movement breaks and outdoor or practical regulation experiences.

Support individual Sensory Lifestyles and agreed sensory strategies, observing which environments, activities and movement opportunities increase or reduce pupils' availability, participation and access to learning.

Use sensory spaces and suitable resources safely, including swings only when specifically approved for the pupil and delivered within documented risk assessments, staff competency and relevant OT/physiotherapy or other professional guidance.

Work alongside teachers and EHCAs to model sensory circuits, environmental adjustments, graded movement and proactive regulation routines; coach staff to implement and evaluate strategies independently through an Experts at Hand approach.

Support school-wide sensory inclusion through practical environmental reviews of noise, lighting, transitions, movement opportunities, layout and equipment access, making proportionate recommendations to relevant leaders.

Collaborate with occupational therapists, physiotherapists, speech and language therapists and other specialists to translate their advice into feasible, safe everyday educational practice; refer clinical assessment and therapy decisions to qualified professionals.

Contribute to strengthening RSPs, CRPs, Sensory Lifestyles, individual risk assessments and transitions/reintegration plans with observed evidence of what works across settings and adults.

Coordinate planned targeted interventions across classes and contribute specialist advice to the teachers and Key Adults where sensory needs are affecting access, without becoming routine on-call crisis cover.

Monitor intervention outcomes through proportionate baseline and review information, including regulation, movement participation, independence, readiness, engagement and access to planned learning.

Contribute to practical CPD, staff induction, coaching and the school's sensory inclusion development, including safe equipment practice and evidence for improvement rather than accreditation alone.

Assist with agreed learning activities for individuals, groups and, where required, short-term whole-class teaching under teacher direction; plan and prepare activities, assess progress and record and report pupils' learning and development.

Maintain accurate confidential records, follow safeguarding, moving-and-handling and health-and-safety arrangements, undertake relevant professional development and participate in coordinated Regulation Support Team planning.

Demonstrable knowledge of sensory processing differences, sensory regulation, motor development and the role of purposeful movement in supporting pupils with autism/SEND, underpinned by sound, evidence-informed practice.

Relevant training in sensory regulation, sensory circuits or sensory-informed approaches, supported by evidence of ongoing professional interest and learning through additional training, independent reading, research or reflective practice.

Experience of applying sensory-informed approaches in educational settings, with the ability to explain the rationale behind strategies used, how these have been adapted to individual needs and how their effectiveness has been evaluated.

Experience of implementing sensory programmes, supporting Sensory Lifestyles, using AAC and relevant specialist equipment safely, and modelling or coaching sensory-informed approaches with colleagues.

Ability to critically reflect on sensory approaches, recognise the limitations of particular strategies or training, and work collaboratively with relevant professionals to ensure safe, appropriate and individualised support.