

TITLE OF POST:	HLTA
GRADE:	Scale 5 point 12-15 depending on experience
DATE OF APPOINTMENT:	September 2026
LINE MANAGER:	Head of School

JOB DESCRIPTION

Purpose of the Job

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main Duties

Planning

Plan and prepare lessons with teachers, in some stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.

Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.

Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.

Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.

Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.

Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.

Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.

Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others

Organise and safely manage the appropriate learning environment and resources

Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance

Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language

Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

With teachers, evaluate pupils' progress through a range of assessment activities.

Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.

Assist in maintaining and analysing records of pupils' progress.

Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also, participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

Understand and implement school child protection procedures and comply with legal responsibilities.

Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

Provide physical support and maintain personal equipment used by the children at the school.
Administer medication as agreed.

Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

Supervise pupils in the playground and plan and organise play time activities.

Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.

To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

To promote the safeguarding of children

To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner

To undertake other duties appropriate to the post that may reasonably be required from time to time

Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

**Higher Level Teaching Assistant
Person Specification**

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • NVQ Level 3 for Teaching Assistants • HLTA Qualification • Numeracy & literacy skills to equivalent Level 3 	
Professional Experience	<ul style="list-style-type: none"> • Minimum 2 years experience of working with primary age students • Collaborative working with a team 	<ul style="list-style-type: none"> • Experience of working with pupils in a primary school
Professional Knowledge	<ul style="list-style-type: none"> • Knowledge of inclusion issues • Knowledge of a range of behaviour management strategies • Knowledge and understanding of the national curriculum 	
Professional Skills	<ul style="list-style-type: none"> • High standard of inter-personal and oral/written skills • Ability to work as part of a team • Ability to prioritise and work under pressure 	<ul style="list-style-type: none"> • Good ICT skills for learning purposes
Personal Qualities	<ul style="list-style-type: none"> • Ability to make relationships easily with children and adults • Ability to motivate pupils and engage them with their learning • Self motivation and personal drive to complete tasks to the required timescales and quality standards • Tact and diplomacy in all interpersonal relationships with pupils and colleagues at work • Flexibility to adapt to changing workload demands and new school challenges • Reliability and integrity • Humour and resilience • Personal commitment to continuous self-development • Commitment to school improvement 	

Please note:

William Byrd Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an Enhanced Disclosure and Barring Service check.