



Thomas Harding Junior School

Higher Level Teaching Assistant- Job Description

Responsible to: Headteacher/Line Manager

Purpose of the Role

The Higher-Level Teaching Assistant will work under the direction of teachers and senior leaders to contribute to the learning, progress and wellbeing of pupils across the school. The HLTA will provide high-quality support for teaching and learning, lead learning activities for individuals, groups and whole classes, and contribute to the planning, delivery, assessment and evaluation of learning.

The HLTA will model the school's values and will demonstrate the professional attributes, knowledge and skills set out within the national HLTA Standards. [\[hlta.org.uk\]](http://hlta.org.uk)

Key Responsibilities

1. Professional Attributes

The HLTA will:

- Demonstrate high expectations of all pupils and a commitment to enabling every child to thrive.
- Establish positive, respectful, supportive and trusting relationships with pupils.
- Promote inclusion, equality and diversity, ensuring all pupils feel valued and able to participate fully in school life.
- Model the attitudes, values and behaviour expected of pupils.
- Communicate effectively, professionally and sensitively with pupils, parents, carers, colleagues and external agencies.
- Recognise and value the contribution of parents and carers in supporting children's development and wellbeing.
- Work collaboratively with teachers, support staff, leaders and other professionals.
- Reflect on and evaluate their own practice and engage in professional development to improve effectiveness.

2. Teaching and Learning

The HLTA will:

- Lead learning for individuals, small groups and whole classes under the direction of a teacher and in accordance with school policies and procedures.
- Deliver learning activities that motivate, engage and challenge pupils.
- Cover classes during teachers' planned release time, absence or other agreed circumstances.
- Support the delivery of a broad, balanced and ambitious curriculum.
- Use a range of teaching strategies to promote progress, independence and resilience in learning.

- Adapt learning activities to meet the needs of all pupils, including those with SEND, disadvantaged pupils and pupils with English as an Additional Language.
- Promote high standards of behaviour and employ effective behaviour management strategies in line with school policies.
- Create and maintain a safe, stimulating and purposeful learning environment.
- Organise and manage learning activities to ensure pupils remain safe and engaged.
- Use ICT effectively to support teaching, learning and pupil engagement.

3. Planning and Preparation

The HLTA will:

- Contribute to the planning and preparation of learning activities.
- Work with teachers to develop learning opportunities that advance pupil progress.
- Prepare and organise learning resources and classroom environments.
- Plan for the inclusion and participation of all learners.
- Contribute to the selection, adaptation and preparation of resources appropriate to pupils' ages, abilities and interests.

4. Assessment, Monitoring and Pupil Progress

The HLTA will:

- Monitor pupils' responses to learning activities and adapt support accordingly.
- Assess learning within agreed frameworks and provide timely feedback to pupils.
- Monitor and evaluate pupil achievement, progress and wellbeing.
- Support the use of formative and summative assessment strategies.
- Maintain accurate records of pupil progress and contribute to assessment systems.
- Share assessment information with teachers to support future planning and intervention.
- Contribute to pupil progress discussions and review meetings.

5. Professional Knowledge and Expertise

The HLTA will:

- Demonstrate a secure understanding of how children learn and the factors which influence learning, progress and development.
- Understand the requirements of the National Curriculum and other relevant statutory and non-statutory frameworks for primary-aged pupils.
- Support personalised learning and curriculum access through an understanding of diversity and individual need.
- Understand and implement strategies that support pupils with SEND in line with the SEND Code of Practice and equality legislation.
- Maintain sufficient knowledge and expertise to support high-quality teaching and learning across the curriculum.
- Understand how wider safeguarding, wellbeing and child development frameworks influence practice.

6. Leadership and Team Support

The HLTA will:

- Direct and support the work of teaching assistants and other adults involved in learning activities where appropriate.
- Act as a positive role model for other support staff.
- Contribute to the development of effective classroom and whole-school practice.
- Support school improvement priorities as directed by leaders.

- Contribute to staff meetings, professional development activities and curriculum initiatives, when appropriate.

7. Working with Parents, Carers and Other Professionals

The HLTA will:

- Develop positive partnerships with parents and carers in support of pupil learning and wellbeing.
- Provide information and feedback to parents and carers as directed by teachers and leaders.
- Liaise effectively with external agencies and professionals involved in supporting pupils.
- Contribute to meetings and reviews by sharing relevant information regarding pupil attainment, progress and wellbeing.

8. Safeguarding, Welfare and Health & Safety

The HLTA will:

- Safeguard and promote the welfare of all children.
- Work in accordance with Keeping Children Safe in Education, the Prevent Duty and all school safeguarding policies.
- Report concerns promptly through the school's safeguarding procedures.
- Promote pupils' wellbeing, mental health, attendance and positive engagement with school.
- Follow all health and safety policies and procedures and contribute to maintaining a safe environment for pupils, staff and visitors.

9. Professional Development

The HLTA will:

- Take responsibility for their own professional learning and development.
- Participate fully in appraisal, supervision and professional review processes.
- Act upon advice, feedback and coaching to improve practice.
- Maintain relevant qualifications, training and professional knowledge required for the role.

General

The postholder will be expected to undertake any other duties commensurate with the grade and responsibility of the post as reasonably directed by the Inclusion Manager, teacher and Headteacher.

This job description is not intended to be exhaustive and may be amended following consultation to meet the changing needs of the school.