

Role Profile: Higher Level Teaching Assistant (HLTA)

To work with teachers to plan, organise and support teaching and learning activities for classes. The primary focus is to do specified work with individuals and groups under the direction and supervision of a qualified teacher. Level 4 roles will also be required to provide short-term cover supervision to whole classes on a scheduled and unscheduled basis.

TA Level 4 post holders take responsibility for the management of Teaching Assistants and other classroom support staff across the school and the development of a specialist area.

Reports to	Headteacher
Job family	Education
Grade	Grade F
DBS required?	Yes - Enhanced
Date	May 2026
JE Code	JE0023

Key deliverables

1	Plan, prepare and deliver learning activities for individuals, groups and whole classes under teacher direction
2	Provide short-term cover supervision for whole classes, managing behaviour and maintaining learning continuity
3	Lead and coordinate Teaching Assistants and other classroom support staff, including mentoring and performance feedback
4	Provide specialist support in a defined area (e.g. SEND, EAL, curriculum subject), applying advanced knowledge and skills
5	Assess, monitor and record pupil progress, adapting support strategies to meet individual needs
6	Contribute to the planning and organisation of learning environments, resources and classroom set-up
7	Support pupils' social, emotional and behavioural development, promoting inclusion and positive relationships
8	Supervise pupils throughout the school day, including breaktimes, trips and extracurricular activities

Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both school and Trust wide needs

Essential requirements Key skills, expertise, and qualifications

1	HLTA qualification or equivalent
2	Demonstrable specialist expertise in a curriculum or pupil support area
3	Experience supervising or managing support staff
4	Ability to plan, deliver and adapt learning programmes
5	Strong interpersonal, communication and influencing skills
6	Ability to build effective relationships with pupils, staff and parents
7	Good understanding of safeguarding, behaviour management and inclusion practices

Our pupils and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Inspiring Futures through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow IFTL's safeguarding policies and procedures, and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check

Job Family

Education (Grade F)

Colleague expectations

- Be professional at all times
- Work together for the good of the team, Trust and local people
- Promote a supportive culture
- Challenge assumptions
- Take ownership
- Be willing to change and do things differently
- Always work in a safe manner

Manager expectations

- Be a role model by displaying positive behaviours at all times
- Make well-considered decisions
- Support, coach and communicate with my team
- Be accountable for my team's performance

Education family job holders work directly with children and adults in an academic or related setting. They support the work of the wider team by engaging with those under the Trust's duty of care, and under the supervision and/or direction of teaching professionals and school management teams.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

Role characteristics

At this level job holders will use their management authority and/or professional knowledge and experience to make substantive decisions about not only individual children, but about the in-school service they oversee, working closely with teaching colleagues and school management.

The knowledge and skills required

The type of knowledge required at this level will almost always be evidenced by a combination of formal, certificated education and extended experience in a scholastic or other child centred setting.

One to one interaction with children will involve assisting them with physical activities that require some precision. This might include such activities as art, writing, tool or computer use.

Thinking, planning and communication

Job holders will be taking a forward-thinking approach to ensuring the welfare of individuals and groups, taking responsibility for assessing their specific needs and devising and delivering appropriate activities and interventions for their benefit. They will make ongoing judgements and appraisals and contribute to child centred development programmes. With many issues and problems being escalated to the job holder, they will need developed advisory, guiding and persuasive skills to handle small-scale, but difficult and potentially contentious situations.

Job holder will need to encourage individuals and groups of children to engage appropriately in both formal and informal school settings, this will require the exercise of both the authority vested in the post and the necessary communication skills to persuade others to conform to behavioural expectations.

Decision making and innovation

Job holders will have considerable freedom to manage their own work and that of others. They will of course adhere to school policies and procedures but will have responsibility for shaping their school's response to the needs of varied groups of children, as well as the individuals they work with on a one to one basis. Using their initiative to deal with problems and issues, they will solve most day-to-day problems independently, without recourse to managers for anything but particularly serious problems.

Areas of responsibility

Job holders will be required to make formal judgements and assessments of children's wellbeing and academic and social development. Making important contributions to the overall development plans overseen by teaching staff, job holders will personally devise and implement activities and interventions to children's direct benefit, both individually and in groups.

Job holders will have direct responsibility for the management of a small team of other staff. This will include attendance, appraisal, training and other formal elements.

There will be no significant financial responsibilities beyond the occasional handling of small amounts of cash.

Some jobs will have formal responsibility for the safe use and basic maintenance of vehicles, equipment or other physical resources, but all will share responsibility for record keeping relating to individual children.

Impacts and demands

Job holders will be required to be walk/stand for a considerable proportion of their working time and will periodically need to exert considerable physical effort in discharging their duties.

Job holders will be responsible to ensuring the welfare of the children in their care, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

At this level, meaningful learning related interactions with children are an essential component of the job. As personal working relationships are forged, it is inevitable that job holders will require enhanced emotional resilience to deal with children and maybe others such as parents/guardians who occasionally place significant emotional demands on the job holder.

With the focus of the role firmly on the activities of children, there will inevitably be some exposure to unpleasant conditions. This might include dealing with bodily fluids and/or working in inclement weather.