

TITLE OF POST:	Higher Level Teaching Assistant (Primary)
GRADE:	Scale 5
PURPOSE OF POST:	To complement the work of teachers by taking responsibility for agreed learning activities. Monitoring and assessing, recording and reporting on pupils' achievement, progress and development. Working with teachers: planning, preparing and delivering learning activities for individuals/groups or short-term for whole classes.
DATE OF APPOINTMENT:	September 2026
LINE MANAGER:	Year Leader

JOB DESCRIPTION

Support for Children: Assess the needs of children to support children's learning.
 Supervision of children while carrying out pre-prepared work and work that has been set in accordance with the school policy.
 Establish productive working relationships with children, acting as a role model and setting high expectations.
 Promote the inclusion and acceptance of all children within the classroom.
 Support children consistently while recognising and responding to their individual needs.
 Encourage children to interact and work cooperatively with others and engage all children in activities.
 Promote independence and employ strategies to recognise and reward achievement of self-reliance.
 Provide feedback to children in relation to progress and achievement in line with school policy.

Support for Teachers: Within an agreed system of supervision, plan and deliver lessons to small groups and evaluate and adjust lessons/work plans as appropriate.
 Within an agreed system of supervision, deliver planned lessons to whole classes and evaluate and adjust lessons/work plans as appropriate.
 Organise and manage appropriate learning environment and resources.
 Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring activities including marking against pre-determined learning objectives.
 Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters
 Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment based on an understanding of age-related expectations for children in Y1-Y6.
 Work within the school's Behaviour Policy and procedures to anticipate and manage behaviour constructively, promoting self-control and independence.
 Support the role of parents in children's learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc
 Produce materials, worksheets etc. as agreed with the teacher.

Support for the Curriculum:

Deliver learning activities to children within agreed system of supervision, adjusting activities according to pupil responses/needs.
Use ICT effectively to support learning activities and develop children's competence and independence in its use.
Select and prepare resources necessary to lead learning activities, taking account of children's abilities, interests, language and cultural backgrounds

Support for the School:

Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to the appropriate person where appropriate.
Be aware of and support difference and ensure all children have access to opportunities to learn and develop.
Contribute to the overall ethos/work/aims of the school.
Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of children.
Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children.
Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
Deliver out-of-school learning activities with guidelines established by the school.
Contribute to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.

Supervision of other Teaching Assistants:

Undertake induction/training/mentoring for other Teaching Assistants as needed

SELECTION CRITERIA

Qualifications and Experience:

Qualification in English/Literacy and Mathematics/Numeracy to at least Level 2 of the National Qualifications Framework.
 Preferably HLTA qualification or working towards HLTA status.
 Training in relevant learning strategies e.g. Phonics
 Specialist skills/training in the Primary curriculum
 Recent experience of working with Primary age children within a KS1 and/or KS2 learning environment.
 Up to date knowledge of Primary curriculum and assessment

Professional Values & Practice:

Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
 Able to build and maintain successful relationships with children, treating them equitably with respect and consideration.
 Demonstrate a commitment and ability to raise educational achievement to all pupils and to promote positive values, attitudes and behaviour.
 Understand the roles of parents and carers in children's learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.
 Demonstrate a willingness and ability to improve own practices and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line managers.

Knowledge and Understanding:

Demonstrate sufficient understanding to support children's learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
 Demonstrate familiarity with the Primary National Curriculum, the age related expectations of children from Y1-Y6, the main teaching methods and the testing/ assessment frameworks across KS1 and KS2.
 Able to understand and recognise desired outcomes of lesson plans.
 Understand the key factors that can affect student learning.
 Aware of the statutory frameworks relevant to the role.
 Understand the legal definition of Special Educational Needs and disabilities (SEND) and be familiar with guidance about meeting SEND.
 Understand a range of strategies appropriate to Primary age children to establish an effective learning environment and promote positive behaviour and attitudes to learning.

Planning and Expectations:

Understand the principles and importance of effective planning and preparation of lessons.
 Understand the principles and importance of feedback to children and colleagues on children's learning and behaviour.
 Knowledge of Primary level teaching resources to meet the diversity of children's needs and interests.
 Awareness of learning in out-of-school contexts and related policies and procedures.

Monitoring & Assessment:

Awareness and understanding of Primary pupil assessment activities.

Teaching & Learning Activities

Able to interest, motivate and advance the learning of children using clearly structured teaching and learning activities.

Able to communicate effectively and sensitively with children to support their learning.

Appreciate the importance of inclusion and understand methodologies employed in promoting inclusion for a diverse range of learning activities.

Understand the use of behaviour management strategies and procedures, which contribute to a purposeful learning environment.

Understand issues relating to equal opportunities, bullying and harassment and be able to respond effectively to incidents and issues.

Understand health and safety issues relating to teaching space and resources and be able to organise and manage learning activities in a safe environment.

Understand and be able to use ICT for the advancement of children' learning, using common ICT tools for their own and children' benefit.