



**Astrea Academy Trust**

LEARN, THRIVE, SUCCEED

# Role Profile

Higher Level  
Teaching Assistant

Atlas Academy

## **ROLE SPECIFICATION**

<b>Academy / Department</b>	Atlas Academy
<b>Post title</b>	Higher Level Teaching Assistant
<b>Responsible to</b>	Principal
<b>Full time Salary</b>	SCP15 – SCP19
<b>Working Pattern</b>	39 weeks per year
<b>Pension</b>	Local government pension
<b>Working Hours</b>	37 hours per week
<b>Line Management</b>	No
<b>Responsibility</b>	

## **ROLE SUMMARY**

A Higher Level Teaching Assistant (HLTA) will support teaching and learning across the school by delivering planned lessons, leading small group interventions, and providing targeted support to individual pupils. They will work closely with teachers to assess pupil progress, adapt resources, and contribute to planning. HLTA will also supervise whole classes during teacher absence, ensuring continuity of learning. They will support pupils with a range of needs, including those with SEND, and help maintain a positive, inclusive classroom environment. The HLTA will play a key role in raising achievement and promoting pupil engagement across the curriculum.

### **Teaching and Learning**

- ★ Teach intervention classes within an agreed system of supervision and within a pre-determined lesson framework.
- ★ 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 and 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 and interventions.
- ★ 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
- ★ In accordance with arrangements made by the Principal, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes under teacher supervision.
- ★ 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.

### **Monitoring and Assessment**

- ★ Teachers to evaluate pupils' progress through a range of assessment activities.

Look to plan activities which close the gaps or extend/challenge pupils.

- ★ 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.
- ★ Support the teaching staff with reporting pupils' progress and achievements
- ★ Contribute to the overall ethos, work, 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.

## **PERSON SPECIFICATION**

	<b>Essential</b>	<b>Desirable</b>
<b>Education and Training</b>		
GCSE Maths and English Grade C/4 or above education or equivalent	•	
A good standard of literacy and numeracy	•	
HLTA qualification		•
<b>Experience</b>		
Relevant experience working in a school environment		•
Experience supporting pupils with special educational needs and disabilities		•
<b>Knowledge</b>		
Good understanding of the national curriculum and how to support learning across subjects	•	
Able to adapt resources and teaching strategies to meet diverse learning needs	•	
Familiar with school systems and digital learning tools	•	
<b>Professional Skills</b>		
Ability to communicate well with staff and pupils	•	
Ability to make observations and written reports on pupils during classroom sessions	•	
Ability to deliver effective lessons	•	
Confident in carrying out tasks and problem solving	•	
High expectation of self and others	•	
Work well as part of a team, however, can also work independently to meet targets	•	
<b>Personal Qualities</b>		
Confident, enthusiastic and motivated with a passion for education	•	

Commitment to self-development and continual improvement	•	
Commitment to Diversity, Equality and Inclusion	•	
Flexible and organised approach to work	•	
High levels of resilience and emotional maturity	•	
Inquisitive nature with sound problem solving skills, judgement and initiative	•	
Can-do attitude and solution focused approach with an ability to manage expectations	•	
Able to adapt to changing circumstances and new ideas	•	

### **GENERAL RESPONSIBILITIES**

- ★ Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★ Commitment to continual learning and development of skills.
- ★ Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★ Demonstrate an excellent record of attendance and punctuality.
- ★ Be aware of and comply with Trust policies and procedures including but not exhaustive of:
  - Acceptable Use of IT Policy
  - Code of Conduct
  - Keeping Children Safe in Education (KCSIE 2024)
  - Child Protection and Safeguarding Policy
- ★ Work cooperatively as part of the Trust wide staff team.
- ★ This role profile is not exhaustive and undertaking other duties may be required.

### **THIRD PARTY CHECK**

Is this role subject to the following checks?

Disclosure Barring Service Enhanced Check (DBS)	Yes
Section 128 (S128) check	No
Is this role a Senior Leadership Role with management responsibility for the academy?	

### **APPLICATION PROCESS**

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact [recruitment@astreaacademytrust.org](mailto:recruitment@astreaacademytrust.org)