



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Role Profile

Higher Level
Teaching Assistant

Kingfisher Primary
Academy

ROLE SPECIFICATION

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| Academy / Department | Kingfisher Primary Academy |
| Post title | Higher Level Teaching Assistant |
| Responsible to | Principal |
| Full time Salary | £30,024 - £32,061 FTE |
| Pro-Rata Actual Salary | £12,772 - £13,639 per annum |
| Working Pattern | Part time, Permanent |
| Pension | Local government pension |
| Working Hours | 18hrs per week |
| Line Management Responsibility | No |

ROLE SUMMARY

A Higher Level Teaching Assistant (HLTA) will support teaching and learning across the school by delivering 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. HLTAs will also supervise whole classes during teacher absence, including regular PPA cover, 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.
- ★* Lead whole-class learning during teacher absence
- ★* Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour
- ★* Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- ★* Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- ★* Work in partnership with teachers to plan and deliver effective lessons
- ★* 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
- ★* Contribute to curriculum planning and development of learning programmes
- ★* 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.
- ★* 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

- ★ 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

| | Essential | Desirable |
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| Education and Training | | |
| GCSE Maths and English Grade C/4 or above education or equivalent | • | |
| Excellent standard of literacy and numeracy | • | |
| HLTA qualification | | • |
| Experience | | |
| Proven experience as a Teaching Assistant (or similar role) | • | |
| Relevant experience working in a school environment | • | |
| Experience supporting pupils with special educational needs and disabilities | • | |
| Experience planning and delivering learning activities for individuals or groups | • | |
| Experience leading small group interventions and supporting pupil progress | • | |
| Experience delivering or supporting whole class learning | | • |
| Knowledge | | |
| 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 | • | |

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| Knowledge of how children learn and factors affecting pupil progress | • | |
| Knowledge of safeguarding policies, procedures and legislation (e.g. KCSIE) | • | |
| Professional Skills | | |
| 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 | • | |
| Personal Qualities | | |
| 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)
 - 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?

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| 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