

JOB DESCRIPTION

Higher Level Teaching Assistant (HLTA)

Reporting to:	Teacher
Salary:	£28,666 to £32,140 per annum (TCES Salary Band 6.02)
Location:	TCES Nurture Primary, E16
Contract and hours:	Permanent, (37.5 hours per week) term time only

Job Purpose

The Higher Level Teaching Assistant's work is predominately that of a Teaching Assistant , with an added set of duties to supervise a class in the absence of the Teacher.

Under the guidance of the Class Teacher, the HLTA carries out specific educational and pastoral work with individuals or small groups of pupils within a classroom setting.

In the absence of the Class Teacher, the HLTA will take a lead in behaviour management, attendance, and embedding the TCES way as part of general Teaching and Learning Outcomes. This will include teaching pre-prepared learning whilst the Class Teacher is absent.

HLTA will also develop specific areas of expertise to support pupils in a small group setting, under guidance from the school senior leadership team (SLT).

Main duties and responsibilities

Attendance

Monitor attendance (including reasons for non-attendance), communicating directly with parents/carers and relevant staff around the children in their class; provide early intervention and support to ensure consistent attendance.

Be responsible for addressing non-attendance and improving behaviour and learning behaviour outcomes for pupils in their class.

Behaviour

To role model the TCES Community Values, supporting pupils to develop and demonstrate appropriate behaviours for learning and building of appropriate relationships.

Monitor incidents of challenging behaviour, addressing alongside the Inclusion and Therapy teams, ensuring that pupils are taken through activities and interventions focussing on **the FOUR R's: Refocus, Reflection, Restorative Justice and Relationships.**

Stakeholder Communication

Ensure a healthy partnership between school, family and the pupil.

To ensure that every pupil is helped to understand the TCES Complaints Procedure and their right to remain free from harm.

Relationships

To support, encourage and motivate pupils both whilst working together in class and when individually working on educational tasks and activities, set by the supervising teacher in accordance with the aims of the Education, Health and Care Plans (EHCP).

Key Worker Risk Assessments

To keep accurate and up to date records of educational progress, where required, in the form of termly reports to be prepared for the supervising teacher to an agreed format and in accordance with prescribed deadlines.

To promote the safety and well-being of the pupils at all times and to ensure that any Safeguarding/Child Protection/Family Protection concerns are communicated appropriately and swiftly to senior staff so that all necessary measures may be taken to safeguard and support those concerned.

Classroom Etiquette & Management

To support teachers fully in the teaching, learning and behaviour management of the group both in the classroom and at all other times in the school day.

To champion TCES policies and procedures (for example Code of Conduct, Behaviour Policy, Keeping Children Safe in Education etc), supporting pupils and staff to understand and follow.

To ensure that every pupil is helped to understand the TCES Complaints Procedure and their right to remain free from harm.

Planned Environment

To support the teacher in the organisation and recording of diagnostic assessments for new pupils and to carry these out where appropriate.

To help prepare teaching and therapeutic resources and ensure these are available when required to support the class to access education.

To assist in the identification of short-term achievable goals and targets within the context of the EHCP and to contribute to the development of lesson plans, therapeutic/pastoral strategies and curriculum projects for each of the pupils within the group.

To encourage the development and improvement of literacy and numeracy skills by the use of imaginative and creative lesson plans and cross-curricular project work that is designed to incorporate specific learning strategies and content based on the National Curriculum.

To accompany pupils to external activities or on educational visits.

Teaching & Learning

Lead and teach a class from pre-prepared planning when required in the absence of a teacher.

To assist in the identification of short-term achievable goals and targets within the context of the EHCP and to contribute to the development of lesson plans and curriculum projects for each of the pupils within the group.

To encourage the development and improvement of literacy and numeracy skills by the use of imaginative and creative lesson plans and cross-curricular project work that is designed to incorporate specific learning strategies and content based on the National Curriculum.

To help prepare teaching resources and ensure these are available when required.

To keep accurate and up to date records of educational progress, where required, in the form of termly reports to be prepared for the supervising teacher to an agreed format and in accordance with prescribed deadlines.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and qualifications

Numeracy and Literacy qualifications at level two or above (or equivalent qualifications).

Relevant Higher Level Teaching Assistant qualification or willingness to work towards a qualification if not already held.

Relevant qualifications and certified training courses relating to Education / Social Work / Youth Work (D)*.

**In order to progress within TCES' career pathway, the role incumbent will be required to undertake at least one of these qualifications if they do not already have one.*

Knowledge and experience

Two years' minimum experience of working directly with pupils in a recognised educational or related setting, ideally covering teachers' planning, preparation and assessment.

Clear understanding and knowledge of the National Curriculum, teaching, assessment and behaviour management strategies that facilitate effective learning and progress.

Have a working knowledge of best practice in supporting neurodiverse pupils.

Knowledge of child protection guidance and commitment to safeguarding pupils and staff.

Skills and ability

Understanding of special educational needs, neurodiversity and child development.

Ability to work in a child focused way and support them and their families to have genuine voice and participation for decisions and choices with impact their own lives.

Ability to teach primary aged pupils in small groups, as well as direct work with pupils, to include effective communication, good listening skills, understanding of children and young people's needs.

Ability to reflect on own practice and to always seek self-improvement in teaching.

Good organisational skills with the ability to plan workloads and prioritise tasks.

Good interpersonal skills and the ability to develop constructive and appropriate relationships with pupils.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D= Desirable

April 2026