



Job Description – Higher Level Teaching Assistant

Thedwastre Education Trust is a local multi-academy trust in the heart of Suffolk. Our four village primary schools work very closely together to use the talents within all our schools for the benefit of our pupils.

We are looking for talented and enthusiastic individuals to work in our schools who embrace our ethos of partnership, collaboration and mutual support and will flourish working within our growing family of schools.

Title of Post: Higher Level Teaching Assistant

Location: Thurston CE Primary Academy

Purpose of the Job: To teach classes working in conjunction with teachers and teaching assistants.

Accountable to: Head Teacher

Scale / salary: Grade 4

The Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to The Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.

Whilst line management arrangements will vary from school to school, it is likely that the post holder will report to one of the following: Head Teacher, Deputy, Head of Year or SENDCo, but under the immediate supervision of a classroom teacher.



Higher Level Teaching Assistants, unlike other Teaching Assistants within the job family, are expected to carry out 'specified work' from the Education (Specified Work and Registration) (England) Regulations 2003.

In order to work as a HLTA, all post holders must hold qualified HLTA status, measured against a national framework of standards and have the ability to work with the whole class.

The post holder will be expected to have considerable expertise/specialism.

Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and contribute to planning over the short and medium term.

The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

This job description sets out the key duties and responsibilities and the duties listed are examples for this grade of post, however, similar duties may still be undertaken by the post holder and are not excluded because they are not listed.

The purpose of this role is to work in partnership with teachers, within an agreed system of supervision, to deliver learning activities to whole classes in the absence of the teacher, during the teacher's PPA time. To assist in promoting the learning and personal development of pupils to enable them to make best use of the educational opportunities available to them. To contribute to raising standards of achievement.

The specific requirements of the role are as follows:

Support for Pupils

- Evaluate and adjust work plans as appropriate to meet pupils' needs.
- Use own initiative to assess and evaluate pupils' needs and lead the delivery of learning activities.
- Establish and maintain supportive relationships with individual pupils and the whole class to ensure they understand and can achieve the tasks.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- To aid pupils to learn as effectively as possible both in group and individual situations
- To give positive encouragement, feedback and praise to reinforce and sustain pupils' efforts and develop self-reliance and self-esteem.
- To support pupils in developing social skills both in and out of the Classroom

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and ensuring children make a good level of progress
- Contribute to the organisation of the learning environment and develop classroom resources.
- Provide cover for teacher's PPA time and adhere to the teaching standards.
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and



skills upon which the teacher makes judgements about their stage of development

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- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Monitor, evaluate, record and provide reports on pupils' responses and progress.

Support for Curriculum

- Take shared responsibility for planning challenging teaching and learning opportunities.
- Select and prepare appropriate resources to lead lessons.
- Plan, deliver and assess intervention programmes with a small group or an individual, etc, - recording achievement and progress and feeding back to the teacher.
- Work with other staff members to develop an engaging curriculum to meet the needs of the child.

Support for School

- Establish constructive relationships with parents and carers, promoting the School's home/school relationship.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To support playground/break time activity and lead lunch time supervision when required.
- Contribute to the management of pupil behaviour, including anticipating and taking action to prevent potential problems arising following the school behaviour policy.
- Organise and manage activities outside of the classroom including: lunchtime clubs.
- Develop and maintain effective working relationships with other staff.
- Contribute to the overall ethos/work/aims of the school.
- Participate as required in the school's performance management and supervision systems and take part in appropriate training and development activities
- Attend and contribute to meetings with other staff, external professionals and parents regarding pupils.
- Work with and support the professional development of other teaching assistants as required
- Assist in facilitating school events, e.g. school plays, events, school trips
- Higher Level Teaching Assistants are expected to have a specialism or specific expertise in an area.
- Work and communicate effectively with outside agencies where required.



Attribute	Essential	Desirable
Qualifications	<ul style="list-style-type: none">• HLTA status (some elements of which are used throughout this benchmark JDQ)	<ul style="list-style-type: none">• NVQ3, or equivalent in related area
Technical or specialist knowledge	<ul style="list-style-type: none">• Understanding of their specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved.• Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.• Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme.• Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits• Knowledge of the key factors that can affect the way pupils learn• Awareness of the statutory frameworks relevant to their role.• Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.• Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.• Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties• Knowledge and use of a range of equipment• Basic knowledge of first aid• Recognised competence in literacy and/or numeracy• Experience of contributing to lesson planning, in conjunction with the teacher	<ul style="list-style-type: none">• Experience of planning, preparing and delivering lessons, in accordance with Education (Specified Work and Registration) (England) Regulations 2003• Broad awareness and understanding of medical conditions such as asthma, epilepsy etc• Awareness of health and safety procedures• Experience of one to one support, where appropriate
Literacy and numeracy	<ul style="list-style-type: none">• Ability to support teachers in evaluating pupils' progress through a range of assessment activities.• Contribute to maintaining and analysing records of pupils' progress	



	<ul style="list-style-type: none"> • Ability to read and understand school policies and procedures relevant to area of work • Ability to complete reports such as incident report form, behaviour diary, progress report etc 	
School environment	<ul style="list-style-type: none"> • Knowledge of school policies and procedures 	<ul style="list-style-type: none"> • Awareness and understanding of relevant government initiatives • Good knowledge and understanding of the school's structure
	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate • Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person • Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short and medium term planning. • Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour. • Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests • Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. • When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Assist teacher in creating a positive learning environment • Creative ways of learning/making learning interesting 	
Personal qualities	<ul style="list-style-type: none"> • Sensitivity to pupils' needs • Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved. • Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures. 	<ul style="list-style-type: none"> • Providing information, advice and guidance to other Teaching Assistants and possibly supply teachers, or parent helpers or teaching students etc



	<ul style="list-style-type: none">• Ability to support teachers in evaluating pupils' progress through a range of assessment activities• Monitoring pupils' responses to learning tasks and modify their approach accordingly• Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn• Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning.• Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.• Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.• Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.• Advising and guiding pupils on the best way to handle situations, under the teacher's direction• Encouraging pupils to participate in or complete tasks• Ability to conciliate between pupil in playground or classroom disputes• Providing advice and guidance to Teaching Assistants on procedures and policies• Effective communication skills and sensitivity with pupils to support their learning• Ability to use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment• Ability to communicate effectively and sensitively with pupils to support their learning.• Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher• Ability to encourage participation and give feedback to pupils• Ability to maintain appropriate level of confidentiality	
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Other attributes	<ul style="list-style-type: none">• Ability to use ICT to advance pupils' learning and ability to use common ICT tools for own and pupils' benefit.• Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons• Help pupils to use tools and equipment as required to support learning• Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work• Able to work with small groups of pupils when carrying out specific tasks or on field trips etc• Able to supervise larger numbers of pupils when on duty break/lunchtime• Able to make decisions on when to refer queries/problems to teaching staff or line manager	