



Higher Level Teaching Assistant (HLTA) Job Description

Job details

Salary: NJC Scale 5 [salary range: points 12-17]

Hours: 32.5 hours per week, 5 days a week [8:30am to 3:30pm with a 30 minute lunch break]

Contract type: Permanent, term time only (plus INSET days as required)

Reporting to: Class Teacher/Phase Leader

Responsible for: Supporting teaching and learning of all children and the supervision of children at play and lunch times.

Main purpose

To support high-quality teaching and learning across the school by delivering planned lessons, targeted interventions and pastoral support. The HLTA will work under the direction of teachers and leaders and will take responsibility for whole-class delivery as required, enabling all children to make strong progress academically, socially and emotionally.

Duties and responsibilities

Teaching and Learning

- Deliver pre-planned lessons to whole classes in the absence of the teacher (e.g., PPA cover, short-term cover).
- Lead small-group and 1:1 interventions (e.g., phonics, reading fluency, number fluency, EAL, SEMH).
- To work with children on individual targets in reading, writing and maths
- Adapt resources and tasks to meet the needs of all learners, including pupils with SEND and additional needs.
- To support children's emotional development and resilience when approaching learning tasks
- Use a range of behaviour for learning and therapeutic strategies to foster a positive, inclusive classroom climate.
- Promote high standards of oracy, literacy and numeracy across the curriculum.

Planning, Assessment and Progress

- Work with teachers to plan and prepare learning activities and success criteria.
- Provide feedback to pupils in line with school policy; mark and assess work as directed.
- Track and record intervention outcomes; contribute to pupil progress reviews and next steps.
- To report back to class teachers and the SENCO on the progress of children in reading, writing and maths, keeping written records as necessary
- To liaise with parents/carers and foster good links between home and school under the guidance of class teachers and the SENCO
- Support the preparation and delivery of classrooms, displays and learning environments.

Inclusion and Pupil Support

- To help children of all abilities, including those with special educational needs to learn as effectively and independently as possible, both individually and in small groups, inside and outside of the classroom
- Implement Education Health and Care Plans (EHCPs), SEN and personalised provision under SENCO guidance.
- To assist with the planning, coordination and assessment of children's individual targets and plans, taking into account the recommendations and guidelines set out in the child's Educational Health and Care Plan
- To make ongoing notes and assessments of children's progress and contribute to statutory meetings such as Annual Reviews
- Use appropriate strategies to support pupils with SEND, EAL, SEMH and those eligible for pupil premium.
- Promote safeguarding, wellbeing and attendance; act as a key adult where appropriate.

Behaviour, Ethos and Pastoral Care

- Model and uphold the school's behaviour policy, values and safeguarding culture.
- Build positive relationships with pupils, parents and carers; communicate effectively and professionally.
- Contribute to the wider life of the school (e.g., clubs, trips, assemblies, enrichment).

Professional Conduct and Development

- To support and uphold the school's vision and values
- To follow school policies and the staff code of conduct
- Reflect on practice and engage in training to develop professional expertise.
- Maintain confidentiality and comply with data protection (GDPR).
- Participate in performance review/appraisal and line management meetings.
- Carry out administrative tasks relevant to the role.
- Implement and promote the school's equal opportunities policies at all times and value diversity

General

- To attend relevant in-service and external training as and when required
- To attend and contribute to all school meetings as directed by the Headteacher
- To accompany children on school trips and other events as directed by the Headteacher
- To ensure the smooth running of lunchtimes; helping to set up the lunch hall, supervising the children eating and playing, engaging in play activities with the children and helping clear up the lunch hall and playgrounds.
- To administer first aid or carry out simple medical procedures in line with school guidelines
- To ensure the health and safety of children and to report any concerns or details of accidents/incidents as necessary
- To develop activities to promote social interactions between pupils during break times
- To assist in the general care of the learning environment by keeping curriculum resources in classrooms and around the school tidy and in good order
- To oversee the organisation of resources for a named curriculum area working in partnership with the subject leader.
- To carry out any other reasonable tasks in keeping with the post as specified by the Headteacher

Safeguarding

- **The Hawthorns Primary School is committed to safeguarding and promoting the welfare of children and young people** and expects all staff and volunteers to share this commitment.
- The successful candidate will be required to undertake an enhanced DBS check with barred list information, provide satisfactory references, and complete all safer recruitment checks in line with KCSIE and Trust procedures.

This job description is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Higher Level Teaching Assistant will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. This job description may be amended following consultation to meet the changing needs of the school.

Person Specification

Qualifications and training

	Criteria	Essential	Desirable
1.	HLTA status (or equivalent) or willingness to achieve HLTA accreditation within an agreed timeframe.	✓	
2.	GCSEs (or equivalent) in English and Maths at grade C/4 or above.	✓	
3.	Evidence of ongoing CPD relevant to primary education.	✓	
4.	Level 3 (or higher) qualification in supporting teaching and learning.		✓
5.	Training in phonics (e.g., Little Wandle, Read Write Inc.) or structured maths interventions (e.g., Numicon).		✓
6.	First Aid / Paediatric First Aid		✓

Experience

	Criteria	Essential	Desirable
7.	Experience of working with primary-aged children in an educational setting	✓	
8.	Experience of supporting children with a range of special educational needs	✓	
9.	Experience of teaching small groups of children and some experience of whole class teaching	✓	
10.	Experience of delivering small-group interventions and contributing to pupil progress.	✓	
11.	Experience of communicating with a wide range of people from different backgrounds	✓	
12.	Experience of record keeping	✓	

Knowledge and understanding

	Criteria	Essential	Desirable
13.	Understanding of the primary curriculum and age-related expectations.	✓	
14.	Knowledge of effective strategies for inclusion, scaffolding and differentiation.	✓	
15.	Understanding of safeguarding responsibilities (KCSIE), child protection, confidentiality and GDPR.	✓	
16.	Awareness of behaviour for learning principles and trauma-informed practice.		✓
17.	Understanding of the educational welfare and social needs of children		✓
18.	Working knowledge of implementing interventions to support children with special educational needs	✓	
19.	Basic knowledge of IT to effectively support children	✓	
20.	Knowledge of some of the emotional, behavioural and social difficulties that may create barriers to learning		✓

Skills and abilities

	Criteria	Essential	Desirable
21.	An ability to develop positive relationships with children, valuing their diversity, to enhance their learning and social development	✓	
22.	Proven written and oral communication skills	✓	
23.	Numeracy and literacy skills to effectively support the pupils with their learning	✓	
24.	Confident to deliver whole-class learning from teacher plans.	✓	
25.	Good questioning skills		✓
26.	The ability to form and maintain good working relationships with teachers, pupils and parents and be able to work in a team	✓	
27.	Excellent communication and interpersonal skills	✓	
28.	The ability to work with a range of professionals from external agencies	✓	
29.	The ability to remain calm in challenging situations and to ask for help when needed	✓	

Personal qualities

	Criteria	Essential	Desirable
30.	A commitment to uphold the school's vision, values and staff code of conduct	✓	
31.	A commitment to equal opportunities and assisting the school in raising achievement for all its pupils.	✓	
32.	Ability to remain positive, calm and child focused in challenging situations	✓	
33.	Organised, proactive and able to use initiative within agreed frameworks.	✓	
34.	A commitment to becoming familiar with and applying whole school policies, procedures and standards and be willing to implement them in a consistent manner	✓	
35.	A commitment to attend in-service and external training courses and to develop and update knowledge and skills as required	✓	

The Circle Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our recruitment process follows the keeping children safe in education guidance and offers of employment may be subject to the checks outlined in this guidance.