

## Higher Level Teaching Assistant

Higher Level Teaching Assistants (HLTAs) at Leigh Academies Trust play a vital role in supporting the educational journey of every primary school student. They foster a collaborative learning environment, working closely with teachers, teaching assistants, and specialist staff to support curriculum delivery across the academy. HLTAs empower pupils to become independent learners, providing tailored support to help all students, including those with special educational needs, thrive within the primary setting.

### Core Purpose

The core purpose of the HLTA is to support the education, wellbeing, and success of pupils by facilitating high-quality teaching and learning in the primary academy. HLTAs contribute to a respectful and inclusive environment where all pupils feel supported and encouraged to achieve their full potential. They support the delivery of engaging and well-structured learning activities, adapt resources to meet individual needs, and provide valuable feedback to both students and teachers. By promoting positive behaviour, fostering independence, and collaborating with parents and carers, HLTAs play a crucial part in shaping a positive and aspirational learning community within the primary academy.

### Key Areas of Responsibility

#### 1. Planning and Preparation

- Plan and prepare for small group interventions, actively participating in all stages of the planning cycle, including planning and evaluation. This may include phonics, early reading, or numeracy interventions.
- Develop and prepare resources for learning activities that align with lesson plans and effectively address the diverse needs of individual primary pupils. This could involve creating age-appropriate visual aids, hands-on materials, or differentiated worksheets.

#### 2. Supporting Teaching and Learning

- Motivate and progress pupils' learning through the use of clearly structured and engaging teaching and learning activities, appropriate for primary school children.
- Support the teaching of the full primary curriculum, demonstrating familiarity with Provision Plan targets and learning objectives.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities, and pupil behaviour to teachers, pupils, and the wider inclusion team.
- Organise and manage the learning environment and resources to ensure a safe and productive space for all primary learners.

### **3. Promoting Inclusion and Independence**

- Be aware of and support individual differences, ensuring that all primary pupils have equitable access to learning and development opportunities.
- Employ behaviour support strategies, in accordance with the academy's policies and procedures, to cultivate a purposeful learning environment and encourage positive interaction and cooperation among pupils in a primary setting.
- Promote and reinforce children's self-esteem and independence, utilising strategies to recognise and reward achievement of self-reliance, particularly in younger learners.

### **4. Collaboration and Communication**

- Support the role of parents in pupils' learning and actively contribute to meetings with parents/carers, providing constructive feedback on pupil progress, achievement, and behaviour while maintaining professionalism, sensitivity, and confidentiality.
- Engage with parents/carers, sharing details about student progress and fostering strong home-school partnership
- Collaborate effectively with professional or specialist support staff involved in a student's education, which may include social workers, health visitors, language support staff, speech therapists, educational psychologists, physiotherapists, and other external agencies.

### **5. Assessment and Progress Monitoring**

- Evaluate pupils' progress through a range of age-appropriate assessment activities.
- Assess pupils' responses to learning tasks and, when appropriate, adapt methods to meet individual and/or group needs.
- Monitor pupils' participation and progress, providing constructive feedback to pupils regarding their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Assess, input, and analyse primary pupil progress data.
- Take an active role in pupil progress meetings, annual reviews, and in-year review meetings.

### **6. Mentoring and Supervision**

- Manage, support, and guide teaching assistants and mentors, and contribute to the induction, appraisal, training, and mentoring of these staff members within the primary academy.
- Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and participating in staff meetings and training days/events.

### **7. Behaviour and Pastoral Support**

- Recognise and address any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and supporting individuals involved in a manner appropriate to their needs.
- Understand and implement school child protection and safeguarding procedures, and adhere to legal responsibilities.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information and facilitating their support for their child's attendance, access, and learning.

## **8. Other Responsibilities**

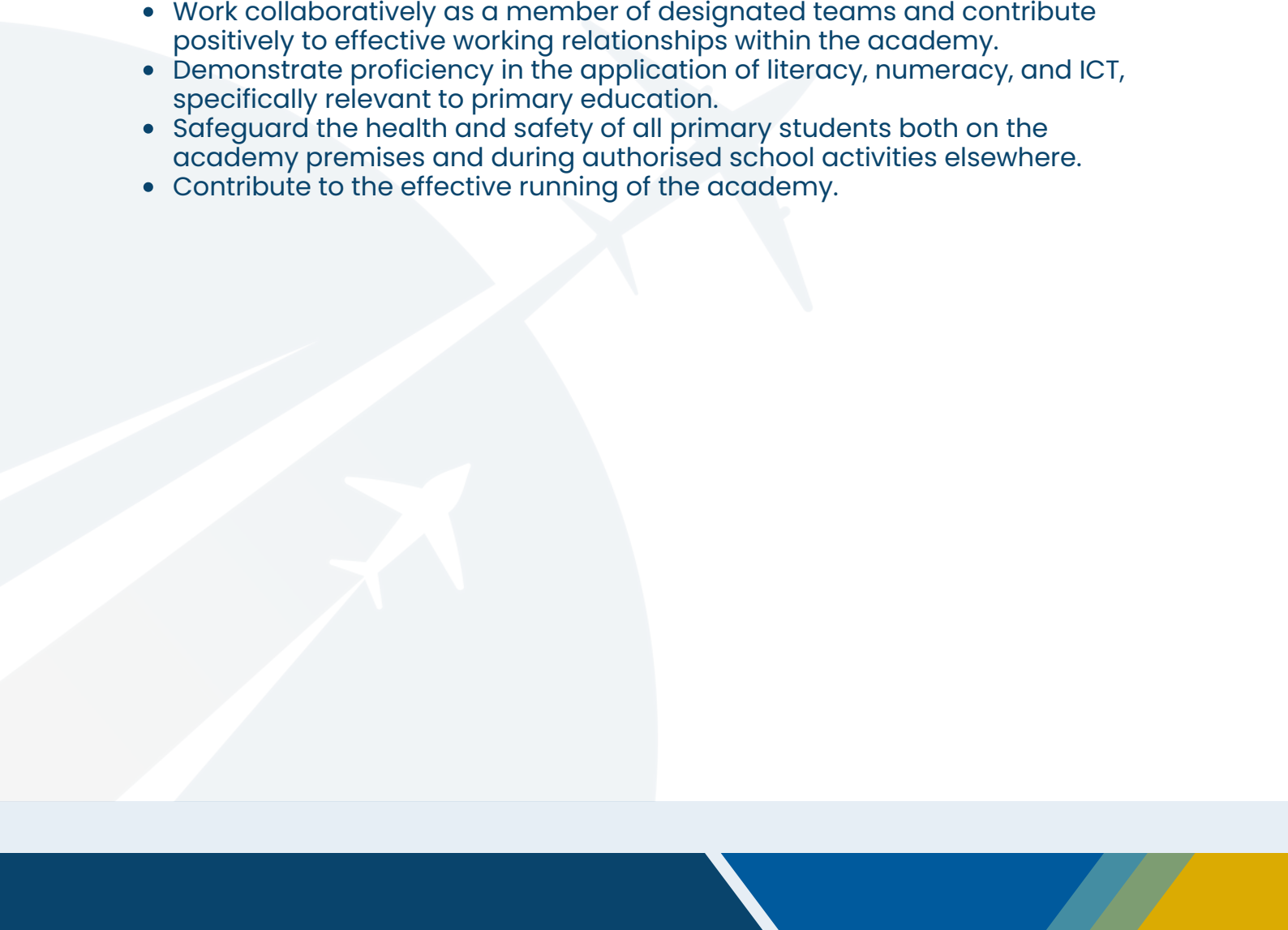
- Carry out any other duties as required by the SENCo.
- Work within and promote the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- Promote the safeguarding of children.
- Execute the duties and responsibilities of the post in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Utilise information technology systems as necessary to perform the duties of the post efficiently and effectively.
- Undertake other duties appropriate to the post that may be reasonably required from time to time.

## **9. Professional Development**

- Take responsibility for personal professional development.
- Participate, as appropriate, in the academy's professional development programme.
- Engage actively in the Performance Management Review process.
- Evaluate personal performance through self-evaluation and learn from the effective practices of others and from evidence.

## **10. Professional Values and Practice**

- Support the academy's commitment to providing and monitoring opportunities for the personal and academic growth of primary students.
- Serve as a role model through personal and professional conduct.
- Work collaboratively as a member of designated teams and contribute positively to effective working relationships within the academy.
- Demonstrate proficiency in the application of literacy, numeracy, and ICT, specifically relevant to primary education.
- Safeguard the health and safety of all primary students both on the academy premises and during authorised school activities elsewhere.
- Contribute to the effective running of the academy.



# Person Specification – Higher Level Teaching Assistant

This section outlines the essential and desirable attributes for the Higher Level Teaching Assistant role in a primary academy:

## Qualifications and Training

### Essential:

- Educated to GCSE level standard or equivalent (English and Maths A\*-C grade or equivalent).
- Other relevant Level 3 qualification (e.g., A Levels, NVQ, Diploma).

### Desirable:

- HLTA status or a Degree.
- BSL Level 2+

## Experience

### Essential:

- Experience working with primary students in a school environment.
- Experience working with primary-aged children who have special educational needs and disabilities.
- Experience teaching individuals and small groups of primary pupils.

### Desirable:

- Training or expertise in a relevant primary curriculum or other learning area (e.g., early years phonics, key stage 1 literacy, key stage 2 maths, or ICT).

## Knowledge and Understanding

### Essential:

- A strong understanding of relevant policies, codes of practice, and legislation, including safeguarding, health and safety, confidentiality, and data protection.
- Sound knowledge of primary child development and learning processes.
- Understanding of effective strategies for supporting primary pupils with a wide range of needs, including SEN, EAL, and disabilities.
- Knowledge of how to adapt learning materials and teaching methods to meet individual learning styles and abilities of primary students.

- Understanding of the importance of promoting positive behaviour and strategies for effective behaviour management in a primary school setting.
- Knowledge of assessment for learning principles and how to use assessment to inform planning and support primary pupil progress.

#### **Desirable:**

- Knowledge of specific intervention strategies and programmes designed to support primary pupils' academic or social-emotional development.
- An understanding of the structure and content of the National Curriculum for primary education and other relevant curriculum frameworks.
- Knowledge of current educational research and best practices in primary education.
- Understanding of the role of technology in primary education and its potential to enhance learning.
- Knowledge of mentoring and coaching techniques to support the development of other adults.

## **Skills and Abilities**

#### **Essential:**

- Have effective oral and written communication skills.
- Form effective professional relationships, including strong teamwork skills.
- Demonstrate strong organisational and time management skills.
- Possess secure ICT skills.
- Develop their knowledge through the evaluation of their own learning needs.
- Be able to work independently.
- Remain calm under pressure and adapt to change quickly.

#### **Desirable:**

- Use coaching and mentoring skills with adults and pupils.
- Demonstrate leadership and line management skills.

## Personal Qualities and Attributes

The HLTA will demonstrate a **proactive and positive approach** to their role, with a strong commitment to fostering a supportive and inclusive learning environment for primary-aged children. They will be **resilient and resourceful, capable of making sound judgments** and **remaining calm under pressure** while effectively supporting pupils through challenging situations. The HLTA will value ongoing professional development, actively engaging in training opportunities and seeking to expand their knowledge and skills. They will be a **collaborative team player**, dedicated to **building positive relationships** with pupils, colleagues, parents, and carers. Furthermore, they will **exhibit flexibility and adaptability**, readily embracing new tasks and working across the primary school as needed, and **consistently promoting a positive and aspirational ethos**.

## Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

## Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

