

JOB DESCRIPTION

Job title: Higher Level Teaching Assistant (Maternity role)

Responsible to: Deputy Head Teacher

Pay scale: Scale 6 Point 18 – 20 (£35,520 - £36,585)

You will contribute to a range of teaching and learning activities for individual pupils, small groups, and whole classes (PPA and Leadership cover)

Main Objectives:

- Assist in delivering a broad and balanced curriculum to help students reach their full potential across all areas of learning.
- This will involve preparing and delivering learning activities for whole classes and small groups as well as monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
- Promote inclusion by encouraging the participation of all students in learning activities and extracurricular programmes.
- Demonstrate a deep understanding of effective teaching strategies to assist teachers in improving student achievement, especially for pupils with barriers to learning.

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for Teacher

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan to challenge teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate for small groups.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.

*Lead with Kindness, Igniting Imagination, Showing Respect,
Firing Ambition, Building Resilience, Embracing Inclusion*

- Production of lesson plans, worksheet, plans etc.

Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Line about supporting play and OPAL

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Arrangements for appraisal of performance:

There is an annual appraisal cycle carried out by line managers which seeks to acknowledge success, resolve problems, and identify training/development needs.

Person Specification – HLTA (Cover and EAL)

Qualifications and Training	
HLTA status or equivalent experience	Essential
GCSE (or equivalent) in English and Mathematics (Grade C/4 or above)	Essential
Evidence of relevant professional development in teaching, learning, or behaviour management	Essential
Safeguarding training (or willingness to undertake)	Essential
Experience	
Experience of using de-escalation strategies to prevent and manage challenging behaviour	Essential

Minimum two years' experience of supporting teaching and learning across the curriculum	Essential
Experience of delivering learning activities to small groups or whole classes, including cover supervision	Essential
Experience of managing behaviour effectively within a school environment using consistent approaches	Essential
Experience of working with pupils with additional needs (e.g. SEND, SEMH)	Essential
Experience of supporting pupils with emotional regulation and wellbeing needs	Essential
Knowledge and Skills	
Strong understanding of effective behaviour management strategies, including:	Essential
Consistent routines and expectations	Essential
Understanding that behaviour is a form of communication and ability to respond appropriately to pupils' needs	Essential
Knowledge of how to apply behaviour policies consistently, including the use of scripts, recognition systems, and staged responses	Essential
Good knowledge of safeguarding procedures and child protection responsibilities	Essential
Ability to deliver pre-planned lessons confidently to whole classes and maintain a purposeful learning environment	Essential
Ability to build positive, respectful relationships with pupils, staff, and parents/carers	Essential
Strong communication and interpersonal skills, including the ability to have supportive but challenging conversations	Essential
Ability to adapt learning and behaviour support strategies to meet the needs of all pupils	Essential
Competence in using ICT to support learning, assessment, and record-keeping	Essential
Ability to remain calm, consistent, and solution-focused under pressure	Essential
Ability to monitor, record, and interpret behaviour and learning information to inform next steps	Essential
Good organisational skills and ability to prioritise workload effectively	Essential

Personal Attributes	
Commitment to safeguarding and promoting the welfare of children High expectations of behaviour and learning for all pupils	Essential
Ability to model calm, consistent, and respectful adult behaviour always	Essential
Resilience, emotional intelligence, and a positive, reflective attitude	Essential
Ability to work collaboratively as part of a team and independently when required	Essential
Professional integrity, confidentiality, and reliability	
Enthusiasm, energy, and commitment to supporting pupils' learning, behaviour, and wellbeing	Desirable
Commitment to building positive relationships and fostering a sense of belonging for all pupils	Desirable
Qualifications and Training	
Degree or relevant Level 4/5 qualification	Desirable
Additional training in behaviour management, Team Teach, or equivalent	Desirable
Training in trauma-informed, attachment-aware, or therapeutic approaches	Desirable
First Aid qualification	Desirable
Experience	
Experience of leading behaviour interventions or pastoral support programmes	Desirable
Experience of whole-class teaching or regular cover supervision	Desirable
Experience of working across multiple key stages	Desirable
Experience of contributing to behaviour policy development or implementation	Desirable
Knowledge and Skills	
Knowledge of SEND Code of Practice and inclusive teaching strategies	Desirable
Understanding of emotional coaching, Zones of Regulation, or similar approaches	Desirable

Experience of analysing behaviour data to identify patterns and inform interventions	Desirable
De-escalation techniques	Desirable
Restorative approaches	Desirable
Ability to support, coach, and guide other staff in behaviour management and classroom practice	Desirable
Understanding of whole-school approaches to behaviour, including consistency, routines, and recognition systems	Desirable
Personal Attributes	
Leadership potential and willingness to take initiative in a specialist role	Desirable
Commitment to ongoing professional development, particularly in behaviour and emotional wellbeing	Desirable
Ability to contribute positively to wider school life and extracurricular activities	Desirable
Confidence to act as a visible role model and advocate for high standards of behaviour across the school	Desirable
Flexible and positive approach to situations and school life	Desirable