The Small School with BIG ideas'

'Valuing Learning, Learning to Value'

JOB DESCRIPTION
HLTA

Job Description Name:
Job Title: HLTA
Responsible to: Executive Headteacher

Main Duties and Responsibilities

To work as a Higher Level Teaching Assistant across the federation, taking a leading role in supporting teaching and learning. A significant aspect of the role will be sharing responsibility for Class One, comprising Reception, Year 1 and Year 2 pupils, working closely with teaching staff to plan, deliver and assess high-quality learning opportunities in Class one at Parkend School. The postholder will work independently with individuals, groups and whole classes, including covering classes during teachers' PPA, absence or release time. They will contribute to planning, preparation and assessment, support the development of other support staff and help ensure all pupils make strong academic, social and emotional progress.

The postholder will help ensure pupils are emotionally, socially and academically ready to learn, remove barriers to engagement, and contribute to the safeguarding, wellbeing and inclusion of all learners. This role involves working flexibly across both schools within the federation where required.

Supporting Teaching and Learning

1. Lead learning for whole classes, or individual year groups on rotation with the class teacher.
2. Plan, prepare and adapt learning activities in collaboration with teaching staff.
3. Assess, record and report on pupil progress within agreed school systems.
4. Use assessment information to identify next steps and inform future learning.
5. Deliver targeted interventions and evaluate their impact.
6. Contribute to pupil progress meetings and SEND reviews where appropriate.
7. Support and model high-quality classroom practice for other support staff.
8. Be willing to undertake training for schemes and approaches used by the school and the federation, including *Little Wandle* phonics, *Can Do Maths*, and *The Write Stuff*.
9. Work across year groups in the mixed-aged 'flip flop' model.
10. Provide in the moment feedback and encourage pupils reflection.
11. Support the educational, social, and emotional development of pupils under the direction and guidance of the Executive Headteacher, SENDCo, and class teachers.

12. Assist with the implementation of *My Plans* for pupils and support the monitoring and recording of progress
13. Work collaboratively with other professionals (e.g. speech and language therapists, family support workers) as required.
14. Demonstrate a clear understanding of the vision, values, and aims of the school and the federation.
15. Follow all school / federation policies and procedures, promoting consistent expectations and positive behaviour in classrooms and across the school.
16. Build positive relationships with pupils, treating them with dignity and respect and fostering an inclusive learning environment.
17. Develop effective professional relationships with colleagues across the school and federation, recognising when to seek advice and support.
18. Support the use of formative and summative assessment to monitor progress and help move learning forward.
19. Provide pupils with regular feedback and encourage them to reflect and respond.
20. Develop and use effective questioning techniques to support learning.
21. Help maintain a safe, well-organised, and stimulating learning environment.
22. Support pupils in accessing a broad and balanced curriculum.

Whole School and Federation Responsibilities

1. Support and promote the aims and ethos of the school and the federation.
2. Set high expectations and model positive attitudes, values, and behaviour.
3. Act proactively in matters relating to safeguarding, health and safety, and pupil wellbeing, in line with statutory guidance and school and federation policies.
4. Set a positive example in terms of dress, punctuality, and attendance.
5. Attend INSET days, training sessions, and staff meetings as required.
6. Undertake professional duties reasonably assigned by the Executive Headteacher, including break supervision.
7. Make a positive contribution to the wider life of the school and federation community.
8. Follow school and federation policies relating to the use of information technology, data protection, and acceptable use.
9. Support after-school clubs where necessary.
10. Participate in professional development and training opportunities.
11. Supervise pupils on educational visits, trips, and off-site activities as required.
12. Contribute positively to the overall ethos, work, and aims of the school and federation.
13. Recognise the importance of staff well-being and work–life balance and communicate concerns appropriately with the Senior Leadership Team.

Administrative Duties

1. Prepare, maintain, and update records of pupils' work, including books, files, and displays.
2. Support class teachers with administrative tasks such as photocopying and resource preparation to support learning.
3. Mount pupils' work and contribute to displays throughout the school and federation where appropriate.
4. Undertake additional duties as reasonably requested by the Executive Headteacher or Executive Deputy Headteacher.

Person Specification: HLTA

Personal Specification – Teaching Assistant

Qualifications and Training Essential

- Relevant teaching or HLTA qualification
- Willingness to undertake further training as required by the school and the federation.
- Awareness of EYFS safeguarding and supervision requirements.

Desirable

- Training in specific school programmes (e.g. *Little Wandle*, *Can Do Maths*, *The Write Stuff*).
- First Aid or Paediatric First Aid qualification.
- Safeguarding training. (Training will be essential if not already in place)

HLTAs are expected to work independently with whole classes, following teacher planning, and contribute to the planning, preparation and assessment cycle.

Experience Essential

- Experience of working with children of primary school age in an educational setting.
- Experience of teaching year groups / whole classes
- Experience of working with pupils with additional needs (SEND), either individually or in small groups.

Desirable

- Experience of working in a KS1 environment
- Experience of implementing support plans (e.g. *My Plans* or similar).
- Experience of working across different year groups or classes.
- Experience of working within a mixed age class

Knowledge and Understanding Essential

- Understanding of the importance of inclusion and equal opportunities.
- Understanding of the EYFS curriculum.
- Understanding of the National Curriculum.

Desirable

- Understanding of how children learn and develop.
- Awareness of the importance of safeguarding and promoting pupils' welfare.
- Knowledge of behaviour management strategies and the importance of consistency.
- Knowledge of phonics, early reading, and/or intervention programmes.
- Understanding of formative and summative assessment and how it supports progress.
- Awareness of current educational practices and expectations.

Skills and Abilities Essential

- Ability to support learning effectively
- Ability to work independently and use initiative when required.
- Good communication skills with pupils, staff, parents, and external professionals.
- Ability to build positive relationships with children based on respect and trust.
- Ability to work collaboratively as part of a team across the school and the federation.
- Good organisational skills and attention to detail.
- Basic ICT skills and willingness to use school systems.

Desirable

- Ability to prepare or adapt learning resources.
- Confidence in supporting small groups or leading activities.
- Ability to offer guidance and support to other Teaching Assistants.

Personal Qualities Essential

- Enthusiastic, proactive, and flexible approach to work.
- Commitment to the ethos, values, and aims of the school and the federation.
- High expectations of self and others.
- Professional, calm, and positive manner.
- Commitment to safeguarding, confidentiality, and professional conduct.
- Awareness of the importance of well-being and work–life balance.

Desirable

- Willingness to contribute to the wider life of the school and federation.
- Openness to reflection and continuous professional development.