



Outline Job Description

POST TITLE:	HIGHER LEVEL TEACHING ASSISTANT
POST REF:	LONG LEE PRIMARY
GRADE:	BAND 8, SCP'S 17-22

The following information is furnished to assist staff joining Long Lee to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Prime objectives of the post:

1. Planning and Delivering Learning Activities

- Complementary Teaching: Plan, prepare, and deliver learning activities for individual pupils, small groups, or the whole class across the primary curriculum.
- Class Cover: Cover planned teaching absences (such as PPA time—Planning, Preparation, and Assessment) or short-term emergency teacher absences, ensuring continuous learning without disrupting pupil routine.
- Curriculum Adaptation: Tailor learning materials and tasks to match the varied learning styles and ability levels of pupils.

2. Monitoring, Assessment, and Reporting

- Formative Feedback: Provide constructive feedback to pupils on their work to support their ongoing learning.
- Teacher Reporting: Inform class teachers and SENCOs (Special Educational Needs Coordinators) about student progress, engagement, and any learning barriers identified during sessions.

3. Special Educational Needs (SEN) & Inclusion Support

- Targeted Interventions: Lead evidence-based intervention programmes (e.g., phonics booster groups, speech and language activities, or numeracy catch-up sessions).
- Supporting EHCPs: Implement strategies specified in Education, Health, and Care Plans (EHCPs) or Individual Education Plans (IEPs) for children with identified needs.
- Promoting Inclusion: Ensure all pupils—including English as an Additional Language (EAL) learners and high-ability students—have full access to learning opportunities.



4. Classroom and Behaviour Management

- **Positive Behaviour Standards:** Enforce the school's behaviour policy independently, fostering a safe, respectful, and productive classroom environment.
- **Classroom Organization:** Help organize learning spaces, equipment, and resources to optimize teaching time.

5. Guidance and Team Leadership

- **Professional Collaboration:** Work closely with class teachers, senior leadership, and external professionals (e.g., educational psychologists, speech therapists) to deliver joined-up support.

6. Safeguarding and Professional Standards

- **Child Protection:** Maintain strict adherence to school safeguarding policies, recognising and reporting any welfare concerns immediately.
- **Continuous Professional Development:** Actively participate in staff training and maintain the HLTA Professional Standards established by the Department for Education (DfE).

Effort Demands:

Mental: Using initiative and creative problem-solving to make independent decisions (often outside standard practices), managing conflicting priorities to tight deadlines, and applying specialist learning strategies.

Emotional: De-escalating challenging behaviour, supporting pupils with complex emotional, behavioural, or physical needs, responding to distressed/injured children, and maintaining vigilance for safeguarding concerns.

Physical & Environmental: Supporting pupil safety, hygiene, and mobility needs, responding rapidly to emergencies, and maintaining high classroom discipline across whole classes and groups.

Will have long periods of sitting or standing.

Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

Responsibilities:

PPA Cover & Class Teaching: Plan and deliver engaging, appropriately differentiated lessons for whole classes during planned or short-term teacher absences using professional discretion and established frameworks.

Planning & Curriculum Adaptation: Collaborate on all stages of the lesson planning cycle, modifying methods, tasks, and ICT resources to support diverse learning needs and national strategies (e.g., Early Years, Literacy, Numeracy).

Assessment & Feedback: Mark work, run and evaluate routine assessments, record pupil progress, and provide detailed feedback to class teachers, pupils, and parents (including attending parents' evenings).

SEND & Personal Care Support: Assess pupil needs to develop and deliver Individual Education Plans (IEPs) and Personal Care Programmes—handling hygiene, medical, therapy, and mobility/physical assistance where required.

Behaviour & Inclusion: Promote positive behaviour, manage conflict or restraint in line with policy, and foster an inclusive classroom environment that boosts pupil self-esteem, independence, and mutual respect.

Environment & Resources: Prepare, organise, and maintain a safe, high-quality learning space and specialised equipment, making suggestions for new resources as needed.

Staff Leadership & Mentoring: Exercise line management responsibilities for Teaching Assistants, trainees, and volunteers—including induction, appraisals, day-to-day supervision, and sharing specialist expertise.

Administration & External Collaboration: Maintain computerised and manual records, perform routine clerical tasks, liaise with external agencies, and support out-of-school activities, trips, and break duties.



Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

Special Considerations of Service:

No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection and safeguarding; report any such suspicions to the school's nominated Designated Safeguarding Lead.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Knowledge & Skills



Personnel Specification:

Criteria	Essential/Desirable
Qualifications	
HLTA Status (or equivalent qualification/proven demonstration of HLTA professional standards).	Essential
GCSE Grade C/4 or above (or Level 2 equivalent) in English Language and Mathematics.	Essential
Spoken English Fluency: Demonstrates spoken English at the Advanced Threshold Level under statutory duty.	Essential
Relevant Level 3 or 4 qualification (e.g., Level 3 Diploma in Specialist Support for Teaching and Learning in Schools).	Desirable
Valid First Aid at Work or Paediatric First Aid certificate (or willingness to undertake training).	Desirable
Experience	
Substantial experience working as a Teaching Assistant in a primary school setting across key stages (EYFS, KS1, or KS2).	Essential
Direct experience independently planning, delivering, and managing whole-class teaching (e.g., PPA cover or short-term teacher absence).	Essential
Experience leading targeted small-group interventions (e.g., phonics, catch-up literacy/numeracy, or speech & language).	Essential
Proven track record of supporting pupils with Special Educational Needs and Disabilities (SEND), EHCPs, or complex emotional/behavioural needs.	Essential
Experience assessing pupil work, marking against learning objectives, and recording progress data.	Essential
Experience supervising, mentoring, or guiding Teaching Assistants, trainees, or volunteers.	Desirable
Experience liaising directly with parents/carers, multi-agency professionals, and health specialists.	Desirable
Knowledge & Understanding	
Sound knowledge of the primary National Curriculum and core learning frameworks.	Essential
Detailed understanding of positive behaviour management and de-escalation strategies.	Essential
Up-to-date knowledge of safeguarding procedures, child protection practices, and health & safety requirements.	Essential
Understanding of how pupils learn and strategies to overcome barriers to learning (including EAL, SEND, and disadvantaged pupils).	Essential
Knowledge of ICT tools and digital platforms used to support classroom	Desirable



learning and record-keeping.	
Skills & Abilities	
Ability to communicate clearly, articulately, and professionally with pupils, staff, and parents (written and spoken).	Essential
Ability to use initiative, exercise discretion, and solve problems independently in fast-paced or non-standard situations.	Essential
Strong organisational and time-management skills with the ability to prioritise conflicting demands and meet deadlines.	Essential
Ability to establish constructive, positive relationships with pupils, acting as an inspiring role model.	Essential
Skill in adapting learning activities to meet varied ability levels within a class or group.	Essential
Personal Attributes & Working Conditions	
Resilience & Calmness: Ability to remain composed when dealing with challenging, distressed, or unpredictable pupil behaviour.	Essential
Inclusion & Equality: Strong commitment to promoting equal opportunities, diversity, and challenging discrimination in line with school policies.	Essential
Physical Capacity: Ability to meet the physical and environmental demands of the role (standing, bending, setting up equipment, outdoor duty supervision).	Essential
Commitment to continuous professional development (CPD) and self-evaluation.	Essential