HIGHER LEVEL TEACHING ASSISTANT – EYFS

BAND 8 – SCP 17 £31,022 to SCP 22 £33,699 (This is the Full Time Equivalent) – Dependent on Experience)

31 Hours TTO

Start Date: January 2027/February 2027

JOB DESCRIPTION

Main purpose

- Adhere to and actively promote the school's ethos and GROW values – Giving, Responsible, Open-minded and Welcoming.
- Work with class teachers to raise the learning, development and attainment of all pupils.
- Promote pupils' independence, self-esteem, self-regulation, wellbeing and social inclusion.
- Give support to pupils individually and in groups, removing barriers to participation and learning.
- Undertake agreed learning activities, including short-term whole-class teaching where appropriate, under an agreed system of supervision by a qualified teacher and within the requirements governing specified work.
- Contribute to the school's Reggio Emilia-inspired, relational and inclusive approach to learning across EYFS and KS1.
- Support the school's New Pedagogies for Deep Learning (NPDL) approach, enabling pupils to develop the six Global Competencies (6Cs): Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking.

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning, adopting relevant strategies to support the work of the teacher and increase achievement for all pupils, including those with SEND and pupils who use English as an additional language (EAL).
- Apply secure knowledge of the current EYFS statutory framework and age-appropriate KS1 pedagogy to enable children to achieve their full potential.
- Demonstrate a secure understanding of child development and the importance of play, communication and language, self-regulation, executive function, physical development and positive relationships.
- Support and develop the school's Reggio Emilia-inspired approach, recognising children as capable, curious and active participants in their learning and facilitating child-led enquiry, exploration, creativity and collaboration.
- Recognise the learning environment as an important element of teaching ('the third teacher') and contribute to purposeful, aesthetically considered, accessible and stimulating indoor and outdoor provision.
- Use observation, documentation, children's voice and reflection to make learning processes visible and to inform future experiences and provision.
- Model high-quality adult-child interactions, including sensitive questioning, modelling, scaffolding and sustained shared thinking.
- Promote children's communication, language and vocabulary development through high-quality interactions, stories, conversation, questioning and purposeful play.
- Support systematic early reading and phonics teaching in accordance with the school's chosen validated phonics programme, including targeted practice for pupils at risk of falling behind.
- Promote inclusion, participation and belonging for all pupils.
- Adapt learning activities, resources, communication and the environment to remove barriers for pupils with SEND, EAL and other additional needs while maintaining high expectations.

- Implement agreed strategies and programmes identified through individual plans, EHCPs and advice from the SENDCo and external professionals, providing accurate feedback on impact.
- Use effective relational strategies consistently in line with the school's Relational Policy, including developmentally appropriate use of PACE, Zones of Regulation and restorative practice.
- Support positive classroom management and help pupils develop independence, self-regulation and positive relationships.
- Organise and manage teaching spaces and resources to maintain stimulating, inclusive and safe learning environments.
- Promote purposeful indoor and outdoor learning, enabling children to explore, investigate, take appropriate risks, solve problems and learn through first-hand experiences.
- Observe pupil performance and communicate relevant observations accurately to the class teacher.
- Undertake short-term whole-class teaching and cover where appropriate, in accordance with the school's cover arrangements, requirements relating to specified work and an agreed system of supervision by a qualified teacher.
- Utilise technology appropriately to advance pupils' learning.
- Direct the work, where relevant and appropriate, of other adults supporting learning.
- Actively support NPDL and Deep Learning by helping pupils develop and reflect upon the 6Cs – Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking – through authentic, purposeful and increasingly pupil-led learning.
- Support pupils to exercise voice, choice and agency, make meaningful connections across learning, collaborate effectively and apply learning to real-life and global contexts.
- Contribute to the Poplars Curriculum, including its Biggest Ideas, GROW values, global perspective and commitment to developing children as confident, thoughtful and active learners.
- Undertake other relevant duties appropriate to the level of the role.

Planning and assessment

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of children's performance, development and progress as appropriate to the level of the role.
- Observe, assess and document children's learning appropriately, including through Tapestry where relevant, using professional observation and children's voice to identify progress, interests, misconceptions and possible next steps without creating unnecessary recording burdens.
- Use area(s) of expertise to contribute to planning and preparation of learning activities and plan their own role in learning.
- Use allocated time to devise clearly structured, engaging activities that motivate learners and advance learning, in keeping with the school's ethos and relevant Progression of Knowledge and Skills documents.
- Contribute to NPDL-informed planning by considering opportunities to develop the 6Cs, pupil agency, authentic learning, collaboration and meaningful connections within and beyond the curriculum.
- Support children to reflect on their learning and development, including their growth in the 6Cs, in developmentally appropriate ways.
- Use assessment information and feedback from teachers to adapt support and provision appropriately.

Working with others

- Work effectively and respectfully with staff, parents/carers and relevant professionals.
- Communicate clearly and professionally with colleagues, pupils and parents/carers, within the responsibilities of the role and under the direction of the class teacher where appropriate.
- Contribute to meetings with parents/carers by providing appropriate feedback on pupil progress, attainment, development and barriers to learning, as directed by teachers.
- Keep teachers and relevant professionals accurately informed about pupil performance, progress, wellbeing and concerns.
- Work collaboratively with classroom teachers, the SENDCo, specialist teachers and external professionals, including services such as Chatterbug.
- Develop effective professional relationships with colleagues and contribute positively to the wider life of the school.
- Contribute to a collaborative professional culture in which adults reflect on learning, share practice and support the school's ongoing NPDL journey.

Health and safety

- Promote the safety and wellbeing of pupils and follow school health and safety procedures.
- Provide appropriate care and support for children who are upset, unwell, have had an accident or are experiencing difficulties with wellbeing.
- Comply with the safeguarding and welfare requirements of the current EYFS statutory framework, including requirements relating to supervision, children's safety and wellbeing, personal/intimate care, eating and drinking, safer sleep where applicable, and safe use of the learning environment.

Professional development

- Keep professional knowledge and understanding relevant and up to date through reflection, professional dialogue and appropriate continuing professional development.
- Engage with professional development relating to EYFS/KS1 pedagogy, Reggio Emilia-inspired practice, SEND, safeguarding, relational practice and NPDL/Deep Learning as appropriate to the role.
- Take opportunities, with support from the school, to develop the skills, qualifications and experience required for the role.
- Take part in the school's appraisal procedures and contribute to a culture of professional learning and continuous improvement.

Safeguarding

- Safeguarding is everyone's responsibility. Read and understand Part One of the current Keeping Children Safe in Education and comply with the school's safeguarding and child protection policies and procedures.
- Maintain a child-centred approach to safeguarding; recognise indicators of abuse, neglect and exploitation, including online harms; act immediately on concerns and report them without delay in accordance with school procedures.
- Understand the school's arrangements for early help, reporting concerns, information sharing, record keeping, allegations and low-level concerns about adults, whistleblowing and the Prevent duty.
- Promote the safeguarding of all pupils and maintain appropriate professional boundaries.

Equality, confidentiality and professional conduct

- Promote equality, diversity and inclusion, challenge discriminatory language, stereotypes and practice, and help all children experience a strong sense of belonging.
- Maintain confidentiality and handle information appropriately in accordance with school policy and data protection requirements.
- Maintain appropriate professional boundaries and conduct, including in relation to communication, social media and online activity.
- Follow all school policies and the Staff Code of Conduct.

The HLTA will be required to follow school policies and the Staff Code of Conduct.

Please note: 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 the HLTA will carry out. The postholder may be required to undertake other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

November 2026