HIGHER LEVEL TEACHING ASSISTANT – Upper Key Stage 2

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

30 Hours TTO

Start Date: November 2026

JOB DESCRIPTION

Main purpose

- Adhere to and actively promote the school's ethos and GROW values – Giving, Responsible, Open-minded and Welcoming.
- Work in partnership with teachers to raise the learning, attainment and progress of pupils, with particular focus on Upper Key Stage 2.
- Promote pupils' independence, confidence, self-regulation, inclusion and readiness for secondary education.
- Provide high-quality support and teaching for individuals, groups and, where appropriate, whole classes.
- 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 actively to the Poplars Curriculum and New Pedagogies for Deep Learning (NPDL), developing the 6Cs: Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking.
- Support Year 6 pupils in preparing confidently and appropriately for statutory end of Key Stage 2 assessment, including national curriculum tests (SATs), without narrowing the wider curriculum.

Duties and responsibilities

Teaching and learning

- Demonstrate a strong and informed approach to Upper KS2 teaching and learning, using effective modelling, explanation, questioning, scaffolding, retrieval practice and feedback.
- Support high standards in reading, writing and mathematics and help pupils secure fluency, knowledge and understanding while applying learning independently.
- Plan and deliver agreed learning activities and interventions, using assessment information to address identified gaps and misconceptions.
- Adapt teaching, resources, communication and support so that pupils with SEND, EAL, disadvantaged pupils and other learners can participate successfully while maintaining high expectations.
- Promote reading for fluency, comprehension, vocabulary and enjoyment across the curriculum.
- Support pupils to write accurately, fluently and purposefully across a range of contexts, including development of spelling, punctuation, grammar and editing skills.
- Support mathematical fluency, arithmetic, reasoning and problem solving, including rapid recall and accurate application of mathematical knowledge.
- Use the school's relational approach consistently, including developmentally appropriate use of PACE, Zones of Regulation and restorative practice.
- Promote positive learning behaviours, independence, resilience, organisation and responsibility, particularly in preparation for transition to secondary school.
- Organise and manage learning spaces and resources to maintain a stimulating, inclusive and safe environment.
- Utilise technology appropriately to enhance learning.
- Undertake short-term whole-class teaching and cover where appropriate, in accordance with school arrangements and an agreed system of supervision by a qualified teacher.
- Direct the work, where relevant and appropriate, of other adults supporting learning.

NPDL and the Poplars Curriculum

- Actively support NPDL and Deep Learning by developing and helping pupils reflect upon the 6Cs – Character, Citizenship, Collaboration, Communication, Creativity and Critical Thinking.
- Promote pupil voice, choice and agency, encouraging pupils to become increasingly active participants and co-constructors of learning.
- Support authentic, purposeful learning that enables pupils to make connections across subjects and apply learning to real-life, local and global contexts.

- Contribute to the Poplars Curriculum, including its Biggest Ideas, GROW values, global perspective and commitment to developing thoughtful, active and responsible citizens.
- Encourage pupils to question, investigate, collaborate, communicate, create and think critically rather than simply complete tasks.

Planning, assessment and intervention

- Contribute to planning and preparation of learning activities, using the school's curriculum progression documents and teachers' assessment information.
- Observe and assess pupils' learning, identify misconceptions and barriers, and provide accurate and timely feedback to teachers.
- Keep proportionate records of agreed interventions and evaluate their impact on pupil learning and progress.
- Use allocated preparation time effectively to devise structured, motivating learning that advances pupils' knowledge and understanding.
- Support pupils to reflect on their learning, recognise progress and identify appropriate next steps.
- Contribute appropriately to pupil progress discussions and the evaluation of provision for key groups.

Year 6 statutory assessment (SATs)

- Support Year 6 pupils to develop the curriculum knowledge, fluency, confidence and independence required for end of Key Stage 2 assessment, while maintaining a broad and balanced curriculum.
- Contribute to targeted teaching and intervention in reading, grammar, punctuation and spelling, and mathematics, using assessment information to address gaps precisely.
- Support teachers with preparation for statutory KS2 assessment and, where directed, assist with appropriate access arrangements that reflect pupils' normal classroom practice and current statutory guidance.
- Where appointed as a test administrator or supporting adult, undertake required training, read and follow the current Standards and Testing Agency test administration and access arrangements guidance, and maintain the security, confidentiality and integrity of test materials and procedures.
- Support pupils' wellbeing around statutory assessment, promoting calm, proportionate preparation and avoiding unnecessary pressure.
- Contribute to transition information and activities that support Year 6 pupils' successful move to secondary school.

Working with others

- Work effectively with teachers, support staff, leaders, parents/carers and relevant professionals.
- Communicate clearly and professionally with pupils and adults and provide accurate feedback about learning, progress, wellbeing and barriers to learning.
- Contribute to meetings with parents/carers where appropriate and under the direction of the teacher or school leader.
- Work collaboratively with the SENDCo, specialist teachers and external professionals and implement agreed strategies accurately.
- Develop effective professional relationships and contribute positively to collaborative professional learning and the school's ongoing NPDL journey.

Safeguarding, wellbeing and professional conduct

- Safeguarding is everyone's responsibility. Read and understand Part One of the current Keeping Children Safe in Education and follow the school's safeguarding and child protection procedures.
- Maintain a child-centred approach; recognise possible indicators of abuse, neglect and exploitation, including online harms; act immediately on concerns and report them without delay.
- Understand and follow school procedures for early help, information sharing, record keeping, allegations and low-level concerns, whistleblowing and the Prevent duty.
- Promote pupils' safety, wellbeing and positive mental health and respond appropriately to pupils who are upset, unwell or need support.
- Promote equality, diversity, inclusion and belonging and challenge discriminatory language, stereotypes and practice.
- Maintain confidentiality, comply with data protection requirements and maintain appropriate professional boundaries, including online.
- Follow all school policies and the Staff Code of Conduct.

Professional development

- Keep professional knowledge and practice up to date through reflection, professional dialogue and appropriate continuing professional development.
- Engage with professional development relating to Upper KS2 pedagogy, statutory assessment, SEND, safeguarding, relational practice, curriculum and NPDL.
- Take part in the school's appraisal procedures and contribute to a culture of continuous professional learning and improvement.

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