

Job Title School

Post Number

Grade Salary

Reports To

Purpose of the Job

Level 4 staff work under an agreed system of guidance and management with a greater degree of autonomy. They complement the professional work of teachers by taking responsibility for agreed learning activities. To be read in conjunction with Section 133 Regulations relating to specified work.

Key Features:

- To undertake PPA cover (up to 5 sessions per week);
- To provide specialist skills and knowledge, at an advanced level, across a range of disciplines to support teaching staff in the development and education of children;
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To be responsible for the management and development of a specialist area within the school and/or line management responsibility for other classroom support staff.

Main Activities

Support for Pupils

- Use advanced specialist skills to meet the intellectual, physical, social and emotional needs of pupils
- Complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Assess the needs of pupils and use detailed knowledge and advanced specialist skills to support pupils' learning.
- Take a lead role in managing and delivering pastoral support
- Manage the supervision of pupils excluded from, or not otherwise working to a normal timetable.

Support for Teacher/School

- Provide cover for the whole class in the event of short term teacher absences and PPA time.
- Organise and manage sessions with groups of pupils in planned educational settings

- Monitor and assess individuals and groups of pupils in planned educational setting
- Provide formal feedback and reports as required on pupil achievement and progress
- Line management responsibility including the allocation and monitoring of work, holding regular team and supervision meetings with other classroom based support staff in accordance with school policies.
- Plan, prepare and deliver learning activities for individuals, groups or whole classes.
- Record progress and achievement systematically and provide systematically and provide evidence of range and level of progress.
- Develop and implement IEP's
- Undertake specialist work with individuals/groups of pupils for which an additional qualification may be required.
- Be a member of the management team of the school
- Manage a provision for disaffected pupils
- Lead for the whole school in specialist area and share expertise and skills with others
- Responsible for Foundation Stage pupils under the direction of a teacher as part of the early years structure.
- Organise and manage appropriate learning environment and resources.
- Monitor and evaluate pupil responses to learning through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Administer and assess/mark tests and invigilate exams/tests.
- Produce lesson plans/worksheets etc.
- Use ICT 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, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aids/resources/equipment
- 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.
- Manage liaison with feeder schools and other relevant bodies to gather pupil information.
- Take a lead role in the development, implementation and monitoring of systems relating to attendance, registration, truancy, pastoral systems and associated subjects.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. reporting all concerns to the appropriate person.
- Contribute to the overall ethos /work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Special Conditions

This post is subject to the DBS checking process

The exact focus of the role will be decided at school level and will take account of the needs of the school and the development needs of the member of staff.

The salary offered reflects the fact that the post holder will be required to work 37 hours per week, term-time only

Car Allowance

Mileage / N/A

Prepared By
(Section/Mgr)

Fiona Safrany

Review Date

01.01.2026

HLTA Person Specification

| | | | |
|-------------|---------------------------------|--------|-----------------------------|
| Job Title | Higher Level Teaching Assistant | School | Dawley Brook Primary School |
| Post Number | SCH014 | | |
| Grade | 7 | Salary | £ |

Criteria (Essential)

Assessment By

| | Application | Interview | Test |
|--|-------------|-----------|------|
| | √ | √ | √ |
| <u>Experience</u> | | | |
| Demonstrable experience of working with children of relevant age in a learning environment. | √ | √ | √ |
| Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection. | √ | √ | √ |
| Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies. | √ | √ | √ |
| Understanding of the principles of child development and learning processes. | √ | √ | √ |
| Understanding of statutory frameworks relating to teaching. | √ | √ | √ |
| <u>Qualifications / Training</u> | | | |
| HLTA Status. | √ | √ | √ |
| NVQ Level 3 for a Teaching Assistant or equivalent qualification related to working with children and/or young people. | √ | √ | √ |
| Specialist skills/training in curriculum or learning area (<i>detail requirements</i>). | √ | √ | √ |
| <u>Practical Skills</u> | | | |
| Ability to use relevant technology e.g. computer/ keyboard/photocopier/video. | √ | √ | √ |
| Ability to use relevant technology and able to demonstrate | √ | √ | √ |

knowledge and use a wide range of ICT systems and solutions to support learning.

Personal Qualities and Attributes

| | | | |
|--|---|---|---|
| A Knowledge of Equality & Diversity issues. | √ | √ | √ |
| Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these. | √ | √ | √ |
| Ability to relate well to children and adults. | √ | √ | √ |
| Ability to organise, lead and motivate a team. | √ | √ | √ |
| Constantly improve own practice/knowledge through self-evaluation and learning from others. | √ | √ | √ |
| To comply with the Schools commitment to the protection and safeguarding of children. | √ | √ | √ |

Prepared By

Fiona Safrany

Date

01.01.2026
