Job Description and Person Specification
Higher Level Teaching Assistant GR9005

Job details	
Job title	**Higher Level Teaching Assistant Level 1**
School	**Toftwood Infant and Junior School Federation**
Location	**Toftwood, Dereham**
GR Number	**GR9005**
Grade	**Scale F**
Responsible to	**Responsible to the Headteacher or a Senior Teacher. Works to and with a qualified teacher on a day to day basis.**
Responsible for	**Covering PPA and teacher release and absence**
Effective date	**1 September 2025**

Role and context
Job purpose To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing or short term for whole classes under an agreed system of supervision.
Context Job Family: Classroom and Pastoral
Other Job Information (e.g. any special factors or constraints) (As per TA Job Description) Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the Federation, undertake care and learning programmes and activities to support individuals or groups of pupils, including more specialised support for those with special educational needs, enable access to learning for pupils and support with behaviour expectations by following agreed systems and processes. . **STANDARDS AND REGULATIONS FOR HIGHER LEVEL TEACHING ASSISTANTS** Higher Level Teaching Assistants should have regard to the standards and regulations published by the DfE and the National Employers in carrying out their responsibilities.

Principal Accountabilities	
Accountability	
Undertakes the job description of a Teaching Assistant at NVQ 3 level but to a higher level of expertise and experience, able to undertake or contribute to the development of strategies and policies and able to work with greater freedom and initiative. Can deliver whole class learning on a short term basis to release a class teacher for PPA or other non-contact time. Main additional responsibilities are set out below.	
Support for pupils	
• Assess the needs of students and use detailed knowledge and specialist skills to support students' learning • Establish productive working relationships with children, acting as a role model and setting high expectations in terms of learning and behaviour • Promote the inclusion and acceptance of all children within the classroom • Encourage children to interact and work co-operatively with others and engage all children in activities • Promote independence and develop children's reslilience • Provide feedback to students in relation to progress and achievement • Help develop and implement documents such as IEPs, Personal Behaviour Plans and have an understanding of a child's needs, including EHCPs. • Support students consistently whilst recognising and responding to their individual needs.	
Support for Teachers	
• Organise and manage appropriate learning environment and resources • Provide objective and accurate feedback and reports as required on children's achievement, progress and other matters, ensuring the availability of appropriate evidence • Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment • Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-regulation and independence • Administer and mark tests if required • Provide cover for PPA and other absences as required, being flexible in line with the needs of the children and the Federation • Ensure systems and routines are followed to support consistency of delivery	

Support for the curriculum	
• Deliver learning activities to children, adjusting activities according to student responses/needs • Deliver local and national strategies and a broad and balanced curriculum and make to support the development of children's skills • Use ICT effectively to support learning activities and develop students' competence and independence in its use • Ensure they are confident and have the relevant subject knowledge to deliver the intended curriculum • Work with subject leaders and year groups to ensure high quality provision.	
Support for the Federation	
• Ensure they are aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person • Maintains high standards of professionalism at all times • Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the Federation • Attend and participate in regular meetings as required • Participate in training and other learning activities as required • To support and uphold the Federation's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community • Recognise own strengths and areas of specialist expertise and use these to advise and support others • To undertake other similar duties and activities within the grade and scope of the post as directed by the Headteacher. • Ensure that they follow agreed assessment processes and that information is recorded and shared with the teachers to support progress for the children	

Person specification	
Essential	**Desirable**
Qualifications	
• Excellent numeracy/literacy skills/GCSE (or equivalent NVQ 2 level) Maths and English; • Meet Higher Level Teaching Assistant standards or equivalent qualification or experience; • Strong written Literacy skills in order to communicate effectively • Strong basic computing skills for the primary phase and for planning and delivery of lessons • Can work at NVQ 4 level overall.	• Specialist skills/training in curriculum or learning area, e.g. bilingual, sign language, ICT; • HLTA status or qualification • Trained in step on or step up
Experience	
• Experience of working with pupils of relevant age in a learning environment • Experience of working in a school setting • Experience of supporting learning for children of all abilities • Experience of leading lessons for classes or large groups of children	
Skills/knowledge	
• Can use ICT effectively to support learning • An understanding of special educational needs and disabilities • Knowledge of how to break learning into small steps • Working knowledge of the Primary curriculum • Full working knowledge of relevant policies/codes of practice/legislation; • Good understanding of child development and learning processes; • Understanding of statutory frameworks relating to teaching; • Constantly improve own practice/knowledge through self-evaluation and learning from others; • Ability to relate well to children and adults;	• Subject specialist knowledge or strength of a subject in the Primary curriculum

• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. • Understanding of safeguarding within the school setting and the ability to implement safeguarding procedures	
Interpersonal Skills	
• Calm and firm but kind manner • Ability to relate to all children regardless of ability or difficulties • Ability to stay calm when in challenging situations • Strong communication skills • High levels of professionalism • Ability to work as part of a team, sharing ideas and listening to and taking on board advice • The courage to ask for help when needed • A positive mindset towards the role • Commitment to furthering professional development	•

General information
• Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times. • Job holders must ensure that they have read, understood and act in accordance with current Federation policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion. • All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and Federation's policies and procedures, within legislation, and with regard to the needs of our community