

Job Description

Job Title	Higher Level Teaching Assistant (Supporting and Delivering Learning - Level 4)		
Location	Montgomery Primary School		
Reporting to (job title)	Headteacher		
Service/Section/School	Support staff		
Effective date	March 2026		
Evaluated Grade	E	Job Number	G.0719

Job Purpose including main duties and responsibilities:

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, recording and reporting of pupils' achievement, progress and development.

To be responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Main duties and responsibilities:

To work under an agreed system of supervision/management to deliver learning and to be a specialist knowledge resource by:

- Leading the planning cycle under supervision
- Delivering lessons to groups/whole classes
- Managing other staff

Support the assigned teacher by:

- Organising and managing an appropriate learning environment and resources
- Within an agreed system of supervision, planning challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marketing tests and invigilating exams/tests
- Producing lesson plans, worksheets, plans etc.

Supporting pupils by:

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Developing and implementing IEP's
- Promoting the inclusion and acceptance of all pupils within the classroom
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

- Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Delivering local and national learning strategies e.g. literacy, numeracy, KS1 and 2, early years and making effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Using ICT effectively to support learning activities develop pupils' competence and independence in its use
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aid/resources/equipment

Support the school by:

- Complying with assisting the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognising own strengths and areas of expertise and using these to lead, advise and support others
- Delivering out of school learning activities within guidelines established by the school
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

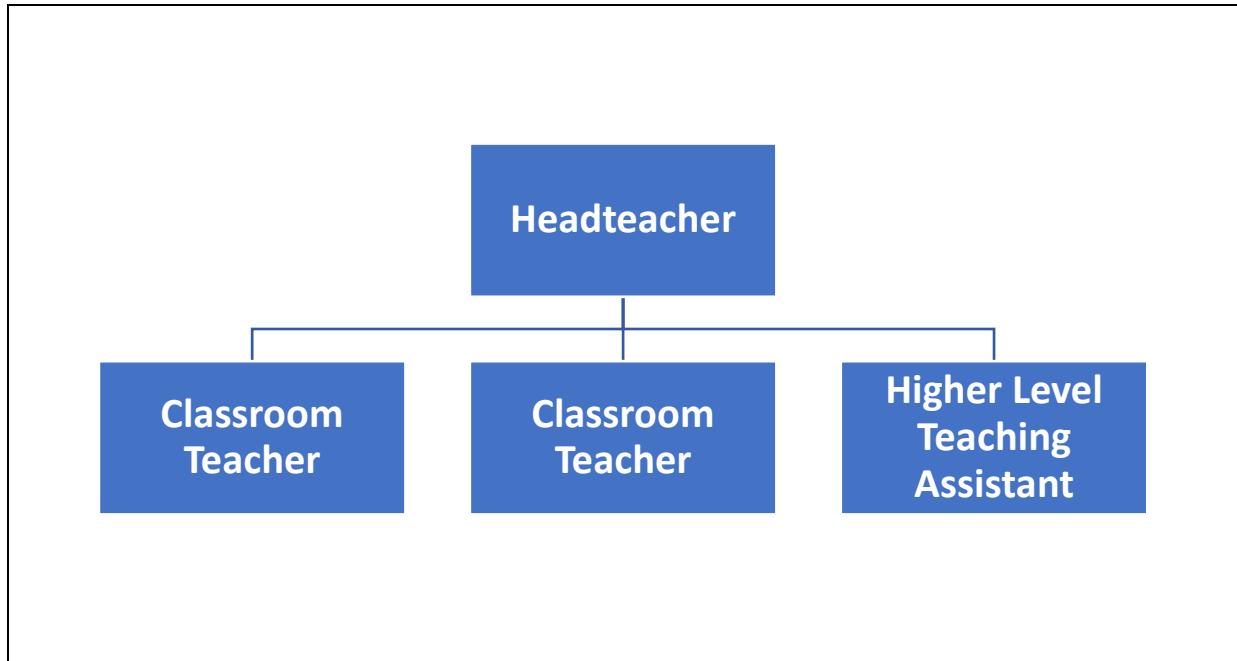
To Undertake Line Management Responsibilities Where Appropriate by:

- Managing other teaching assistants
- Liaising between managers/teaching staff and teaching assistants
- Holding regular team meetings with managed staff
- Representing teaching assistants at teaching staff/management/other appropriate meetings
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management of people	N/A	N/A	<ul style="list-style-type: none"> ○ A/I
Experience	<ul style="list-style-type: none"> ○ Proven experience of working with children of relevant age in a learning environment. ○ Knowledge and compliance with policies and procedures relevant to child protection and health and safety. ○ Grade C or above in Maths and English 	<ul style="list-style-type: none"> ○ Good general knowledge of PE and sport ○ Relevant PE experience or qualifications ○ Ability to manage large groups of pupils in an outdoor or hall setting ○ Proven experience delivering structured physical activities or drills; ○ Good general knowledge of PE and sport; Relevant PE experience or qualifications; performing risk assessments for sports equipment. 	<ul style="list-style-type: none"> ○ A/I
Practical Skills	<ul style="list-style-type: none"> ○ Ability to relate well to children and adults 	<ul style="list-style-type: none"> ○ Ability to relate well to children and adults; ability to demonstrate physical movements and sports techniques safely and clearly. 	<ul style="list-style-type: none"> ○ A/I
Communication	<ul style="list-style-type: none"> ○ Ability to fulfil all spoken aspects of the role with confidence and fluency in English ○ Communicates well with pupils, including those that may have special needs, to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. 	<ul style="list-style-type: none"> ○ Ability to provide constructive feedback during gameplay. 	<ul style="list-style-type: none"> ○ A/I

	Maintain a level of professionalism and confidentiality.		
Personal Qualities	<ul style="list-style-type: none"> ○ Able to work effectively as a team ○ Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within these ○ Empathy and sensitivity to pupils with wide ranging needs. 	<ul style="list-style-type: none"> ○ Good leadership skills ○ Experience of working with children ○ Flexible to adapting environments ○ Able to work effectively as a team; high energy and enthusiasm to motivate pupils; reliability in all weather conditions. 	○ A/I
Technology / IT Skills	<ul style="list-style-type: none"> ○ Supporting the use of IT in learning activities and developing pupil's competence 	<ul style="list-style-type: none"> ○ Effective use of ICT and other specialist equipment and resources 	○ A/I
Education and Training	<ul style="list-style-type: none"> ○ Requirement to participate in training/development as/when identified by line manager as essential for performance of the post ○ Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE ○ GCSE Maths and English grade C (4) or above 	<ul style="list-style-type: none"> ○ Relevant PE experience or qualifications 	○ A/I
Professional Registration	N/A		Certificate/Registration
Equal Opportunities	Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations.		Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary		OH1
Other relevant factors	Commit and conform to DCC Customer Service Standards		





1. Supervision and Management

Direct line management of up to five members of support staff including holding team meetings, induction, training and supervision and appraisals for those support staff.

Mentoring for teaching assistants.

2. Creativity & Innovation

Work under the guidance of teaching / senior staff with a degree of autonomy but in line with the framework set by the teacher.

Responsible for producing lesson plans and worksheets with challenging objectives. Also responsible for adjusting lessons and work plans to support students reaching their targets.

Manage and develop a specialist area within the school in line with the School's Development Plan.

Undertake the role in line with the School's adopted policies and procedures.

3. Contacts & Relationships

Communicate with all students whilst delivering lessons to whole classes.

While delivering whole class lessons, direct Teaching Assistants to support the students within the classroom.

Contribute to / lead meetings with parents to provide feedback on student progress.

Establish constructive relationships with external agencies and professionals to support students.

4. Decisions – Discretion

Deliver whole class lessons as required that they have planned and set in line with framework set by the teacher.

Provide feedback to and write student reports on progress, achievement and other matters.

5. Decisions – Consequences

Use strategies in liaison with the classroom teacher or headteacher to support students to achieve learning goals.

Decisions made in the classroom have an impact on the student and the wider classroom.

6. Resources

Responsible for general pupil data and administration, with the use of a school laptop that remains on site.

7. Work Demands

This role requires some multi-tasking and effective time management.

The work is often interrupted, directed by student/teacher need, but does not normally require switching from one activity to another.

8. Physical Demands

The role will require the job holder to use normal physical effort, at time working in awkward positions such as sitting on low chairs or crouching down to pupil height.

9. Working Conditions

The job holding will work in a classroom-based environment that will be appropriately lit, heated and ventilated. There may be some exposure to noise, outdoor working and verbal abuse and/or poor behaviour.

10. Work Context

There will be significant interaction with parents/carers and, as such, confidentiality will be required, which could involve working with poor behaviour and sharing difficult information.

11. Knowledge & Skills

NVQ 4 for Teaching Assistants or equivalent HLTA standards or experience.

Experience of implementing national/foundation stage curriculum and other relevant learning programmes, e.g. national literacy and numeracy strategies, KS3 strategy.

Experience, under appropriate supervision, of planning, preparing and delivering effective learning programmes.

Understanding of principles of child development, learning processes and barriers to learning.

Ability to manage staff.

Proven ability to support individuals, small groups and those with additional needs.

Full working knowledge of relevant legislation, policies and codes of conduct.



Signatures

Job Description agreed by:

School Business Manager:

Name: Lisa Shepherd _____ **Signature: Lisa Shepherd** **Date: 14/01/2026**

Headteacher:

Name: Katrina Way _____ **Signature: Katrina Way** **Date: 14/01/2026**