



EASTERN GREEN JUNIOR SCHOOL
Higher Level Teaching Assistant (HILTA) Cover Supervisor

Title	Higher Level Teaching Assistant (HILTA) Cover Supervisor
Name Salary grade	Grade 5 – spine 12 (£29,542) Permanent from September 2026
Responsible to	The HILTA is responsible to: - the headteacher in all matters and the designated person in the Headteacher's absence. - the school leadership/senior management team in respect of curriculum and pastoral matters.
<i>The role of the HIGHER-LEVEL TEACHING ASSISTANT is to support children to achieve and success in all aspects of their life in school. They will work alongside Senior Staff and Teachers to devise and implement programmes of work that will support children's learning, in and out of the classroom. HIGHER LEVEL TEACHING ASSISTANTS will actively support the ethos of the school and create a positive climate for learning, providing an excellent role model for the children. They will effectively prepare and plan for a group intervention, track and evaluate progress and ensure skills learned are applied in the classroom relevant to their grade. They will take responsibility for the achievement of their performance management targets.</i>	
Job purpose	- To teach classes in the absence of the class teacher - To manage, organise and prepare resources for planned learning - Regularly deliver teaching to whole classes as required - To teach whole classes to cover teacher's protected PPA time
Duties and responsibilities	Under the guidance of teaching/senior staff and within an agreed system of supervision - Undertake appropriate planning and preparation of lessons and course for individuals, groups and whole classes - Deliver agreed lessons and learning experiences to individuals, groups and whole classes as required in an ad hoc manner and on a weekly basis to cover teacher's protected PPA time - Assess the development, progress and attainment of pupils - Report on the development, progress and attainment of pupils to the responsible teacher as appropriate - Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children, including those pupils with special educational, physical or emotional needs - Attend weekly professional learning sessions with teachers

Duties and responsibilities

- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans for individuals, groups or a whole class as appropriate
- Implement agreed learning activities/teaching programmes using strategies in liaison with the teacher, to support pupils to achieve learning goals
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters
- Establish productive working relationships with pupils providing feedback to them in relation to progress and achievement
- Manage, prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom
- Undertake supervision, and discipline of pupils within the procedures of the school providing feedback to pupils
- Promote pupil independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self-reliance
- Ensure that pupils can safely use equipment and materials provided.
- Provide support for local and national learning strategies
- Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists
- Liaise sensitively and effectively with other professional staff and when reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and pupil progress
- Assist the teacher in monitoring and analysing records of pupils' progress
- Utilise ICT in learning activities and develop pupils' competence and independence in its use
- Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of pupils which may include:
 - o Assistance with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing;
 - o The changing of soiled clothing and its disposal in an appropriate way;
 - o Assisting with children's injuries and, where appropriately qualified, administering first aid;
 - o Assist with the administering of medicines under the direction of the appropriate medical staff;

	o Assist with the identification and monitoring of children's general health and welfare o Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person • Support and contribute to the overall ethos/work/aims of the school; • Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtimes • Assist with group/whole class activities within and away from the classroom/school, such as PE, swimming, educational visits • Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training • Attend and participate in relevant meetings as required • Assist in the supervision, training and development of volunteer helpers, students or other staff in the classroom • Any other duties and responsibilities within the range for the salary grade.
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	Essential	Desirable
Qualifications	The Higher Level Teaching Assistant should: • Have HLTA status [or qualified teacher experience] • Be able to demonstrate levels of numeracy and literacy to GSCE [A-C]	In addition, the Higher Level Teaching Assistant might have: • Other relevant qualifications (e.g. Foundation Degree in Education) • Training in relevant strategies e.g. literacy / numeracy
Experience	The Higher Level Teaching Assistant should have experience of: • Working with pupils in school for a minimum of 2 years • Working with children who have special educational needs/EAL • Planning and teaching individuals, groups and whole classes • A good awareness of inclusion, especially within a school setting •	In addition, the Higher Level Teaching Assistant might have experience of: • leading and managing other support staff • Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)
Knowledge and Understanding	The Higher Level Teaching Assistant should have knowledge and understanding of: • HLTA Standards • Relevant policies, codes of practice and legislation including safeguarding • the National Curriculum particularly literacy and numeracy • behaviour management strategies	In addition, the Higher Level Teaching Assistant might have experience of: • Multi agency working • First Aid
Skills	The Higher Level Teaching Assistant will: • Have effective oral and written communication skills • Form effective professional relationships including team working • Have good organisational and time management skills • Have sound ICT skills • Be able to demonstrate the HLTA standards • Be able to plan effective activities for pupils at risk of underachieving; • Develop their knowledge through the evaluation of their own learning needs; • Be able to work independently; • Remain calm under pressure and be able to adapt to change quickly • Provide detailed and regular feedback to teachers on children's achievements and progress	The Higher Level Teaching Assistant might also be able to: • Use coaching and mentoring skills with adults and pupils • Demonstrate leadership and line management skills

	• Assist with the development and implementation of Provision Plans	
Other	The Higher Level Teaching Assistant will be able to: • Attend school training sessions • Have empathy with those facing barriers to their learning • An understanding of and a genuine commitment to Inclusion	