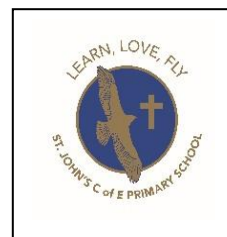


**St John's Gosport C of E Primary
School**



JOB DESCRIPTION

HLTA

St John's Gosport C of E Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: Grade D

Hours: 27.5 hours – 8:30am – 3:00pm

Contract type: Permanent

Reporting to: Headteacher

Responsible for: Classroom cover

Application Closing Date: 25th September 2026

Interview Date: 28th September 2026

Start Date: As soon as possible

MAIN PURPOSE OF THE JOB

To complement the work of the teacher by assuming responsibility for agreed learning activities and lessons for groups or the whole class, under the professional direction and supervision of a qualified teacher.

KEY TASKS

Support for Pupils

- Assume whole class responsibility for teaching and learning, as directed by the teacher for a day or days at a time
- Use specialist skills to support pupils fostering independence and self-esteem
- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations
- Ensure pupils safety and welfare

- Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities
- Support the implementation of IEPs, Behaviour Plans, Personal Care Programmes, Curriculum Planning and Assessment
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy. Evaluate learning and feedback to the teacher/parent/agency as needed.

Support for the Teacher

- Promote good pupil behaviour, dealing promptly with incident in line with school behaviour management policies.
- Establish constructive relationships with parents and carers, promoting the school's home/school liaison policy
- Work with the teacher in lesson planning, adjusting plans as appropriate
- Ensure plans are followed whilst teaching in the specified PPA time
- Evaluate pupils' responses to activities through planned observation
- Participate in assessment to identify pupils who need extra help to overcome learning difficulties and assess progress
- Provide feedback to teachers on pupils' achievement, progress, problems as requested
- Mark to acknowledge the children's work in books and furthermore to facilitate their next steps in learning, through verbal feedback (as above)
- Support the effective use of ICT in learning activities
- Maintain a purposeful, orderly and supportive environment in accordance with lesson plans
- Attend PDM/CPD as appropriate

Support for the school

- Establish constructive relationships with agencies
- Be aware of and comply with policies relating to child protection, reporting all concerns to a nominated person
- Contribute to the overall work, smooth running and ethos of the school
- Supervise pupils on school trips/ out of school activities
- Provide training and support to staff as appropriate in areas of strength/ expertise
- Some limited supervisory responsibilities
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.

Key Decision Making Areas in the Role

- An HLTA/LSA3, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher and will implement

lesson plans, deal with pupil behaviour and make judgements about pupil progress/ pupil needs without reference to the teacher

- An HLTA/LSA3, due to training and expertise will normally carry a specific specialist responsibility to support and develop other staff in the school when help is needed in this area

Role Dimensions

- An HLTA/LSA3 undertakes whole class supervision for a day or days at a time in the absence of the class teacher as required and according to the needs of the school

Contacts

- Teaching and other staff in the school
- Pupils
- Parents/relatives/carers
- Educational psychologists

Working Conditions

- School and classroom based learning environment responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc
- Manual handling responsibilities
- Skilled in physical intervention techniques
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging , difficult and sometimes violent, and deal with racial/abusive language and bullying
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment

Role Requirements

- Empathy with pupils and sympathetic to their needs
- NVQ3 for Teaching Assistants or equivalent qualification/experience
- Excellent English and Mathematics skills
- Minimum of 2 years' relevant experience in a teaching/learning/child support working environment
- Good communication skills and able to clarify and explain instruction clearly
- Can use ICT effectively to support learning
- Working knowledge of national/foundation stage curriculum, particularly English and Mathematics requirements, and other relevant learning programmes for a broad and balanced curriculum
- Professionally discrete and able to respect confidentiality on particular issues

- Well-developed interpersonal skills enabling effective relationships with a variety of people
- Team worker

Context/Additional Information

- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and the teachers. It may require information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor determining how the role operates as will the physical site of the school.
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours predominantly require constant pupil contact.