

Higher Level Teaching Assistant (HLTA)

Job Description

General Purpose of Job:

The Higher Level Teaching Assistant (HLTA) will:

- Take responsibility for classroom assistance working with class teachers to in order to help promote effective teaching and learning for pupils.
- Support and supervise pupils throughout the school day whilst promoting pupil's independence self-esteem and social inclusion.
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.

Key Accountabilities

- Support the teacher
- Support for pupils
- Assessment, Monitoring and Evaluation
- Administration and Management of Resources
- Other

Duties and Responsibilities:

1. Support the Teacher

- Assist the teacher in the preparation of differentiated lessons and gain familiarity with the work to be covered, design appropriate teaching aides, prepare materials and the classroom to ensure an effective learning environment.
- To cover and lead class teaching (under supervision) as and when appropriate.
- Direct the work, where relevant, of other adults in supporting learning.
- Create learning materials as agreed with the teacher to ensure maximum access to the lesson material for pupils.
- Provide group and/or individual activities, planned by the teacher, working alongside the teacher according to the published timetable and for specific programmes of support to achieve learning objectives.
- Reinforce and support all aspects of behavioural, social and emotional learning.
- Participate in regular feedback between pupil and teacher.
- Attend and contribute to staff meetings, open evenings and/or consultation evenings as required by the school.

2. Support and Management of Pupils

- Support all pupils in their planned work in all curriculum areas, both in small group situations and individually, clarifying and explaining instructions as required to enable them to complete the work to their full ability.
- Work with pupils and assist with their specific areas of learning difficulty in order to encourage independence, maintain personal confidence and enable full potential to be reached ultimately with the minimum of supervision.
- Support and assist pupils advising them on strategies to deal with problems they encounter, seek appropriate professional help when necessary referring to appropriate teaching staff for advice.
- Build positive relationships with pupils and provide an exemplary role model to encourage them to develop good social skills and become as independent as possible.
- Liaise with teachers, care staff, social workers, external professional colleagues and parents creating an effective team sharing knowledge and information to develop knowledge and understanding of the specific needs of the pupil.
- Liaise with parents/ carers in cases such as: illness, mishaps, lost property etc.

3. Assessment, Monitoring and Evaluation

- Assist the teacher in keeping a record of events and progress, bringing issues of concern to the class teacher to ensure full pupil data is available to inform assessment and future planning.
- Assist in keeping records of pupil progress and report achievement in line with school policy.

4. Administration and Management of Resources

- Ensure thorough induction training for new Teaching Assistants, providing a role model and mentoring to enable good quality training to take place.
- Provide a link and support to a teacher curriculum leader, developing materials and teaching programmes with their guidance and supporting the teaching in the classroom by working with group on particular areas of work.
- Monitor the use of resources and plan purchases to meet the coming needs in the subject or area of specialism.
- Work an extended school day, with target children.

5. Other

- Undertake break-time duties and responsibilities.
- Keep records and carry out procedures to satisfy school policies.
- Eat with and supervise pupils in the Dining Room.
- Take part in educational visits, camps and school journeys.

- Contribute individual skills in practical, sporting and creative activities.
- When qualified and approved, drive school vehicles as required.
- Take responsibility for own training and development, attending training courses as appropriate.
- Undertake and other activities reasonably expected on a Higher Level Teaching Assistant in a special school.

Higher Level Teaching Assistant

Person Specification

Qualifications/Experience

- GCSE at grades 9 to 4 (A* to C) including English & Maths
- Is studying for or has achieved a recognised qualification appropriate to the job, at an advanced level such as: NVQ Level 3 in Learning Support, Working with Children
- Experience of working with children with special needs
- Experience of working in an educational setting.
- Experience of planning and leading teaching and learning activities (under supervision)
- Must meet the professional standards for Higher Level Teaching Assistants (see Appendix 1)
- Other relevant training eg: First Aid, Child Protection, Behaviour Management
- Full, clean Driving Licence

Abilities, Skills & Knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults and work as part of team
- Skills and expertise in understanding the needs of all pupils
- Knowledge of how to help adapt and deliver support to meet individual needs
- Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils

- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Ability to manage behaviour in the classroom
- Good ICT skills, particularly using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context
- Practical and theoretical knowledge of behaviour management
- Understanding of effective teaching methods
- Knowledge of how to successfully lead learning activities for a group or class of children
- Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

Personal qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- Genuine commitment to getting the best outcomes for all pupils and promoting the ethos and values of St Dominic's school
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Confident and self-motivated in exercising appropriate initiative
- A positive, flexible and confident attitude to work and problems
- A commitment to equality and celebrating diversity
- Patience and resilience
- Good level of physical fitness and general health
- Enthusiasm and drive for working in a special needs school
- Ability to take responsibility for own CPD
- Good sense of humour

- Unlimited empathy for working with children and a commitment to meeting the needs of the children and their families

APPENDIX 1

Professional Standards for Higher Level Teaching Assistants (HLTA)

Professional values and practice

Those awarded HLTA status must demonstrate, through their practice, that they:

1. have high expectations of children and young people with a commitment to helping them fulfil their potential
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. demonstrate commitment to collaborative and cooperative working with colleagues
7. improve their own knowledge and practice including responding to advice and feedback.

Professional knowledge and understanding

Those awarded HLTA status must demonstrate, through their practice, that they:

8. understand the key factors that affect children and young people's learning and progress
9. know how to contribute to effective personalised provision by taking practical account of diversity
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
12. know how to use ICT to support their professional activities
13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Principal of the school.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

17. use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. use their area(s) of expertise to plan their role in learning activities
19. devise clearly structured activities that interest and motivate learners and advance their learning
20. plan how they will support the inclusion of the children and young people in the learning activities
21. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

22. monitor learners' responses to activities and modify approaches accordingly
23. monitor learners' progress in order to provide focused support and feedback
24. support the evaluation of learners' progress using a range of assessment techniques
25. contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

26. use effective strategies to promote positive behaviour
27. recognise and respond appropriately to situations that challenge equality of opportunity
28. use their ICT skills to advance learning
29. advance learning when working with individuals
30. advance learning when working with small groups
31. advance learning when working with whole classes without the presence of the assigned teacher
32. organise and manage learning activities in ways which keep learners safe
33. direct the work, where relevant, of other adults in supporting learning.