

HLTA

Reporting to: SENCO/ Headteacher
Grade: OLOL Band 4

Main purpose

The HLTA will:

- Work with class teachers to raise the learning and attainment of pupils.
- Promote pupils' 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.
- Lead, coordinate and support Teaching Assistants and Midday Supervisors

Duties and responsibilities

Teaching and learning

- Demonstrate a secure curriculum knowledge and expertise in applying assessment procedures.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate the most vulnerable (SEND, disadvantaged)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe pupil performance and report observations to the class teacher.
- Supervise a class if the teacher is temporarily unavailable.
- Use ICT skills to advance pupils' learning.
- Undertake any other relevant duties given by the class teacher.
- To cover and lead class teaching, as and when appropriate.
- Direct the work, where relevant, of other adults in supporting learning.

Planning & Assessment

- Contribute to assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons.
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- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how to support the inclusion of pupils in learning activities.

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher or leadership team.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the academy.
- Develop effective professional relationships with colleagues.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's improvement plan, policies, practices and procedures, so as to support the school's values and vision.
- Make a positive contribution to the wider life and Catholic ethos of the academy.

Health and safety

- Promote the safety and wellbeing of pupils and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our academy's child protection policy.
- Managing accidents in line with academy's policy and procedures

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with Academy leaders, and identifying relevant professional development to improve personal effectiveness including research.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Academy and Trust
- Participate fully in the academy's appraisal procedures.



Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside our academy.
- Have proper and professional regard for the ethos, policies and practices of the academy, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity

Other areas of responsibility

Any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms, following consultation with the Recognised Trade Unions.

The HLTA will be required to safeguard and promote the welfare of children and young people and follow academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

The Our Lady of Lourdes Catholic Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed, and would not in itself justify a reconsideration of the grading of the post.



Person Specification

Requirements	Essential	Desirable	Demonstrated By
1. Qualifications & Training	Applicants must have GCSE (or O Level) at Grade B or above in Maths and Grade C or above in English. Level 3 TA qualification (or able to demonstrate equivalent experience)	Behaviour management qualifications and/or training	Application Form
2. Experience	Previous experience of working with primary school aged pupils 4yrs – 11yrs		Application Form Interview
3. Skills	ICT literate – must be able to use Microsoft Office		Application Form
4. Knowledge	An excellent understanding of how children learn. Good English and Maths knowledge and understanding how to support children in all areas of learning. Understanding of factors likely to impact on students' behaviour and well being	Safeguarding Policy and Procedure	Interview Task
5. Management	Able to manage own workload. Able to prioritise. Able to show initiative		Interview Task
6. Aptitude and Personal qualities	Excellent communication skills – empathy with children with the ability to relate well to staff and parents. Ability to work effectively as part of a team, committed to making a difference. Reliable, enthusiastic, highly motivated Calm and professional manner Helpful and resilient High standards		Application Interview Task

