

JOB DESCRIPTION

Job Title	Higher Level Teaching Assistant
Reports To	Head Teacher
Contract Type	
Pay Grade & Scale Point	Grade H
Working Weeks	39 weeks Term Time Only. There may be a requirement to work some INSETS.
Hours	24 hours per week contracted hours (four days per week) with the potential of additional hours
Location	Westbury Leigh Primary School

Overall Purpose

To complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. Contribute to the planning, delivery and monitoring of learning activities.

This role may be one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time. The jobholder may carry out work specified in the regulations made under Section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

Key Relationships

The jobholder coaches and mentors' pupils and formally delivers lessons to them. There is a regular need to tailor communication to the needs of the pupils. Other key contacts are with other school staff, parents and sometimes professionals from outside the school who are involved with particular pupils.

Key Role Responsibilities

Contribute effectively to teachers' planning and preparation of lessons

Work within a framework set by the teacher, plan own role in lessons including the provision of feedback to pupils and colleagues on pupils' learning and behaviour.

Contribute effectively to the selection and preparation of teaching resources to meet the diversity of pupils' needs and interests.

Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

Deliver lessons to pupils, using clearly structured teaching and challenging learning activities which interest and motivate pupils and advance their independence as learners.

Promote and support the inclusion of all pupils in the learning activities in which they are involved, using behaviour management strategies, which contribute to a purposeful learning environment, in line with the school's policy and procedures. Recognise and respond effectively to any equal opportunities issues which arise, e.g. by challenging stereotyped views, bullying or harassment, following relevant policies and procedures.

Advance pupils' learning as a whole class where the assigned teacher is not present.

Where relevant, guide the work of other Teaching Assistants in the classroom.

Organise and manage safely the learning activities, the physical teaching space and resources.

Assess and record the development, progress and attainment of pupils, and support teachers in evaluating pupils' learning needs.

Special Features

The post holder may be required to work flexibly across the Trust as directed by the Headteacher.

Teaching and Learning

Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the pupil's achievement.

Contribute to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom.

Support the teaching of a broad and balanced curriculum aimed at helping the pupil achieve their full potential in all areas of learning.

Promote, support, and facilitate inclusion by encouraging participation of the pupil in learning and extracurricular activities.

Use effective behaviour management strategies consistently in line with the school's policy and procedures.

Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.

Use ICT skills to advance the pupil's learning.

Monitor, record and report on progress and attainment. Through observations, provide regular feedback to teachers on the pupil's progress, attainment, and barriers to learning.

Knowledge and Skills

In order to undertake the range of advanced tasks the jobholder requires detailed knowledge and skills in matters such as the school curriculum; the age-related expectations of pupils; the main teaching and learning support methods and relevant testing/examination frameworks.

The jobholder must either have the HLTA accreditation or be working towards it.

Working with Staff, Parents/Carers and Relevant Professionals

Share knowledge and understanding of the pupil with other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention, provision and offering.

Develop effective professional relationships with colleagues and communicate effectively with other staff members, pupils, and parents and carers. Keeping other professionals accurately informed about performance, progress, and any areas of concern.

Understand their role 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 school.

Safeguarding

Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education) and our safeguarding and child protection policies.

Promote the safeguarding of all pupils in the school.

General Responsibilities

To put all pupils, in the Trust, at the core of all decisions and actions.

To be an ambassador for Palladian Academy Trust.

To uphold the vision, values and ethos which underpin the Trust and support how we work as a single organisation.

Be aware of and support differences and ensure excellent and equitable opportunities so everyone can flourish.

To work flexibly as required.

Contribute to the overall ethos/work/aims of Palladian Academy Trust.
Participate, support, and comply with Trust arrangements for responding to emergencies and/or business interruptions.

Establish constructive relationships and communicate with other professionals.
Attend and participate in relevant meetings at schools and other events as required.

Drive and participate in training and other learning activities and performance development as required.

Recognise own strengths and areas of expertise and use these to advise and support others within the organisation.

To be a reflective practitioner who is active in the pursuit of their own professional development.

Professional Development

Undertake appropriate and agreed continued professional development through The National College and required Trust/School Development Days as required.

Team working and Collaboration

Participate in any relevant meetings/professional development opportunities both at the school and across the Trust, which is relatable to the responsibilities of your role.

Expectations

As appropriate to the postholder's duties must be carried out in compliance with the following:

- Trust Policies
- Code of Conduct
- Charitable Financial Regulations Health and Safety at Work Act (1974) (and subsequent Health and Safety legislation)
- To work flexibly as required
- To maintain confidentiality of the Trust's affairs
- To work at all times within Code of Conduct, GDPR and the Safeguarding Policy
- Participate, support and comply with Trust arrangements for responding to emergencies and/or business interruptions.
- To put all children, in the Trust, at the core of all decisions and actions
- To be an ambassador for Palladian Academy Trust
- To uphold the vision, values and ethos which underpin the Trust and support how we work as a single organisation.

Notwithstanding the details in this job description, the job holder will undertake such duties, across the academy, as maybe determined by the Governance Lead from time to time up to or on a level consistent with the principal responsibilities of the job. Postholders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Safeguarding Statement

The Palladian 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. All short-listed candidates will be subject to the appropriate online checks and Google searches as part of our recruitment process. Your suitability to work with children and young people will form part of the selection process.

The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive and robust pre-employment checking process. Prior to appointment

Palladian Academy Trust will apply for an enhanced DBS check plus a further check against the appropriate barred list, references from current and previous employers, health screening, and the right to work in the UK.

Signed:
[Line Manager]:
Date:

Signed:
HLTA
Date:

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	GCSE English/Maths at grade A to C or equivalent. HLTA status or equivalent, or if not yet a HLTA then the applicant has a willingness to study for the qualification whilst working.	
Experience	<ul style="list-style-type: none"> • Relevant experience in a school or similar setting. • Experience of working with children and young people with special educational needs and/or social, emotional and mental health difficulties. • Experience of effectively and positively managing a class and using appropriate strategies to enable them to settle to learn. 	<ul style="list-style-type: none"> • Experience of using restorative practices.
Knowledge and Understanding	<ul style="list-style-type: none"> • Understanding of pupils' needs in order to support them effectively by personalised and differentiated learning and appropriate interventions. • Knowledge of issues and needs that affect behaviour and strategies to support. • Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation. 	<ul style="list-style-type: none"> • Knowledge of child development, the range of ways that pupils learn and how to motivate them. • Full understanding of the range of multi-agency support required and available to pupils.
Professional Qualities	<ul style="list-style-type: none"> • Ability to relate well to children and adults and to build positive relationships. • Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. • Ability to develop personalised strategies to support reluctant learners to engage and achieve learning goals/objectives. • Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day. • Ability to use a range of strategies to support positive behaviour and self-regulation. • Ability to use correct English in 	

	<p>spoken and written communication.</p> <ul style="list-style-type: none"> • Ability in the use of IT and other equipment to support learning. • Efficiency with the administration and maintenance of pupil records. • Able to confidently deliver teaching and learning across the school • Supportive of the Christian ethos of our school. • Good ICT skills 	
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