



Job Description

HIGHER LEVEL TEACHING ASSISTANT (HLTA) LEVEL 4

Whole school area of accountability:	Supporting and Delivering Learning
Grade:	Grade 6 – scp 9-16
Responsible to:	SENCO / Headteacher / Deputy Headteacher / Assistant Headteacher
Supervisory responsibility:	Teaching Assistants or specialist area
Working hours:	Full Time, 36 hours (8.30am – 4.45pm)
Working pattern:	Term Time Only 39 weeks

Purpose and context

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training

The post holder is expected to meet the requirements of a HLTA, as well as the following:

Support for pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities

- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for teachers

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils

- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the school's safeguarding policy.

Midday supervision of children

- Prepare and deliver activities for lunchtime interaction
- Teach/model and evaluate social skills, communication and effective vocabulary
- Maintain good discipline in social interactions
- Support pupils to play games and interact effectively
- Be responsible for ensuring the safety, welfare and good conduct of pupils during midday break
- Maintain order and the safe transfer of pupils to and from the dining area and classrooms
- Positively encourage good behaviour, table manners and hygiene
- Actively supervise and ensure the smooth running of dining room procedures, including supporting children to collect their tray, cutlery and meal; empty cups and plates; stack plates, cutlery, cups and bowls in the designated collection area
- Set up lunch tables; clear food and water spillages; clean tables; sweep the floor; return cups, cutlery, plates and bowls to the kitchen
- Assist younger pupils in accessing their meal where necessary
- Administer first aid, recording incidents in line with the first aid policy
- Perform such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility

Other professional requirements

- Contribute to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Management Team
- Follow all school policies and procedures, in particular, the school's Health, safety and security policy; the child protection policy; the behaviour management policy; the inclusion policy, the GDPR policy and the equality policy
- Contribute to overall ethos, work and aims of the school
- Participate in the design and execution of classroom and school displays
- Carry out other mentoring activities which address/involve attendance, punctuality, transition, lunchtime, friendship issues, homework, PSHE and healthy schools

Contributing to the provision of a safe and stimulating learning environment (with a focus on EYFS)

To be a member of a professional team contributing to and supporting the overall development, learning and care of nursery and infant age pupils (EYFS & KS1). Contributing, to the smooth running of the class and the maintenance of a safe and stimulating learning environment. Contributing to the development of the whole school.

1. Taking an active role in the provision of a safe and stimulating learning environment.
2. Taking an active role in the provision of a full and balanced range of learning experiences, ensuring the care and well-being of pupils, and maintaining positive links with parents and professionals working with the school.
3. To take an active role in addressing the targets of the individual work plan and identifying and partaking in training for continual professional development.

Line management responsibilities where appropriate

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

General Statements

- Required to carry out all reasonable duties and responsibilities of the post in accordance with the Councils' policies and procedures and standing orders.
- All employees are required to declare any conflict of interest that may arise before or during their employment.
- Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.
- Undergo and meet school conditions for a satisfactory enhanced DBS check.
- Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.
- To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.
- Ensuring work is line with the School's Green Commitment Policy goals.
- Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.
- Treating all information acquired through your employment, both formally and informally, in strict confidence
- To demonstrate a commitment to good customer care.
- Any other duties of an appropriate level and nature will also be required.

To contribute as an effective and collaborative member of the School Team

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.

- Participating in the ongoing development, implementation and monitoring of the service plans.
- Contributing in meetings and being a supportive member of the school team.

Role review

This job description is not the contract of employment, or any part of it. It sets out the main duties of the post at the time of drafting and cannot be read as an exhaustive list. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation with the post holder subject to the Headteacher's approval. This document must not be altered once it has been signed but will be reviewed annually as part of the post holder's performance review.

Post holder's full name

Signature of post holder **Date**

Signature of Headteacher **Date**

By signing this job description, you are agreeing that you have read and fully understand its content and context at the date of signing. Please be mindful that this role will be subject to continuous review in line with legislation, as well as the school and the pupils' needs.

Person Specification

**HIGHER LEARNING TEACHING ASSISTANT
LEVEL 4**

Grade 6 – scp 9 - 16

Applicants will be judged against the following criteria:

Training and Qualifications	Essential	Desirable	Source
Meet Higher Level Teaching Assistant standards or equivalent qualification or experience	✓		A I
Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths	✓		A T
Qualification at degree level or equivalent		✓	A
Training in relevant learning strategies e.g. literacy/RWI	✓		A T
Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT	✓		I T
Can use ICT effectively to support learning	✓		T
Read Write Inc phonics training		✓	I T

Professional Knowledge, Skills and Understanding Applicants should be able to demonstrate a good knowledge and understanding of the following areas:	Essential	Desirable	Source
Full working knowledge of relevant policies/codes of practice/legislation	✓		I
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies e.g. Birth to Three Matters...	✓		I T
Good understanding of child development and learning processes especially through age range 0-5 years	✓		I
Understanding of statutory frameworks relating to teaching	✓		I
Ability to organise, lead and motivate a team	✓		I T
Constantly improve own practice/knowledge through self-evaluation and learning from others	✓		I
Ability to relate well to children and adults	✓		I T
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		I T
Delivering effective intervention/booster groups	✓		I T
The Primary National Curriculum requirements for 2014		✓	A I
Working with outside agencies		✓	A I
Management of children's behaviour	✓		I T
Supporting learning for children with SEND		✓	I T
The assessment, recording, reporting and analysis of children's progress against specific objectives and within specific interventions		✓	A I
Filling gaps in learning to raise attainment and achievement	✓		A I
Setting high expectations for all pupils and themselves	✓		I
Prioritising, planning, organising and managing work life balance	✓		I

Experience	Essential	Desirable	Source
Experience working with children of relevant age in a learning environment	✓		I

General Skills Applicants should be able to demonstrate from their experience the ability to:	Essential	Desirable	Source
Effectively use email, word processing and other IT software appropriate to the role	✓		I
Build strong, positive relationship with pupils	✓		A I
Work as part of a team	✓		A I
Work as a team leader	✓		A I
Work on our own initiative	✓		A I
Seek advice and support when necessary	✓		I
Communicate effectively	✓		I
Develop effective professional relationships with parents/carers	✓		I
Inspire and motivate children	✓		I
Take a leading role in initiatives and developments in current setting		✓	A I
Working in effective partnership with all stakeholders		✓	A I
Share a commitment to innovative teaching practice		✓	I
Identify their own area for development and drive their own continued professional development	✓		A I
Remain calm under pressure and adapt to change quickly	✓		A I

Special Conditions	Essential	Desirable	Source
Motivated to work with children & young people.	✓		I
Ability to form & monitor appropriate relationship & personal boundaries with children & young people.	✓		I
Emotional resilience in working with challenging behaviours.	✓		I
Ability to work under pressure, meet deadlines and encompass attention to detail.	✓		I
Appropriate attitudes to use of authority & maintaining discipline.	✓		I
The postholder may be required to work outside of normal school hours on occasion, with due notice.	✓		I
All postholders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply.	✓		A
An understanding of the principles of Keeping Children Safe in Education 2021 and a commitment to ensuring the health, safety and wellbeing of all children.	✓		A I

Source:

A – evidence from application form

I – evidence from interview

T – evidence from task