

HLTA Job Description – Level 4

Overall Purpose of the role	<p>To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, students and school policies and strategies.</p> <p>To work collaboratively with teaching and support staff, assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes (up to 50% of the timetable) to cover staff PPA, training or short term absence</p> <p>To provide support for students, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.</p>
Planning and preparation	<ul style="list-style-type: none"> • Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/plans. • Develop and prepare resources for learning activities in accordance with lesson plans and in response to student need. • Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with school policies and procedures.
Teaching and Learning	<ul style="list-style-type: none"> • Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes covering PPA, Staff training or short term absence. • Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour, to teachers and students. • Motivate and progress students' learning by using clearly structured, engaging teaching and learning activities. • Support with the development and implementation of lesson plans, IEP targets and learning objectives. • Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop. • Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom. • Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others. • In accordance with arrangements made by the Headteacher, progress students' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.

	<ul style="list-style-type: none"> • Organise and safely manage the appropriate learning environment and resources. • Promote and reinforce student's self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance. • Assist the class teacher in encouraging acceptance and integration of students with special needs, or from different cultures and/or with different first language. • Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times. • Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
<p>Monitoring and assessment</p>	<ul style="list-style-type: none"> • Alongside teachers, evaluate students' progress through a range of assessment activities. • Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs. • Monitor students' participation and progress and provide constructive feedback to students in relation to their progress and achievement. • Assist in maintaining and analysing records of students' progress. • To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children. • Support class teachers in preparing reports of students' progress for end of year reports to parents and for parent consultations.
<p>Mentoring, Supervision and Development</p>	<ul style="list-style-type: none"> • Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking training. • Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants. • Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral	<ul style="list-style-type: none"> • Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable. • Understand and implement school Safeguarding procedures and comply with legal responsibilities. • Assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys. • Provide support and assistance for student's pastoral needs. • Provide physical support and maintain personal equipment used by the students at the school. • Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links. • Supervise students at times other than during lessons according to the schools duty arrangements. • Assist teachers by working alongside and acting upon advice from professional or specialist support staff involved in the student's education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.
Other	<ul style="list-style-type: none"> • Any other duties required by the class teacher, team Leader, Head of School, or the Headteacher, which is in the scope of the post. • To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies. • To adhere to the requirements set out in policies/documentation such as Staff Code of Conduct, Staff handbook, the teaching assistant standards etc. • At all times carry out duties with due regard to the school's policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
Specialist Roles and Responsibilities	<ul style="list-style-type: none"> • To support the Social, Emotional and Mental Health pupil progress in the school through the delivery of THRIVE 1-2-1 and small group intervention. • To be accountable for the progress of individual pupils, measured against the Thrive programme attainment standards. • To deliver whole class teaching to cover Teacher's PPA and staff absence (up to a maximum of 50%)

Signed _____

Date _____