

Job Description:	Support Staff
Role:	HLTA
Salary/Grade:	Band 8/Level 4 SCP 17-22
Introduction & Prime Objectives of the Post:	
<p>The role of a HLTA is to;</p> <ul style="list-style-type: none"> • Complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach. • Support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements. • Progress pupil learning in a range of classroom settings; including working with individuals, groups of pupils or whole classes where the assigned teacher is not present (e.g. during PPA time or covering short term absence). This may involve planning, preparing and delivering learning activities as well as monitoring pupils, assessing, recording and reporting on pupil achievement, progress and development. • Take responsibility for the implementation of learning activities/work programmes under an agreed system of supervision with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources. <p>May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.</p> <p>This role involves engaging with pupils in regulated activity relevant to children.</p>	
Key Duties & Responsibilities:	
<ul style="list-style-type: none"> • Assist in the management of pupils in the learning environment. • Assist the teacher in all aspects of lesson planning and planning of other learning activities, participating in all stages of the planning cycle and modify methods to meet individual/group needs; assessing, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support. • Perform allocated tasks with limited supervision using professional discretion where required. • Will transfer work and resources back to the teacher and feed back any issues. • As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging, ensuring all children are engaged in appropriate activities; giving support where necessary. • Will undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests as well as working with the teachers to evaluate students progress. 	

- Support the teacher in establishing, planning, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assess the needs of pupils and use detailed specialist skills in the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will teach and supervise whole classes during the short term absence of the teacher and undertake the planning for this supervision within the pre-determined lesson framework; keeping all children engaged, maintain good order and to keep pupils on task.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.
- Will develop, organise, prepare, create, safely manage and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use, clearing/storage afterwards and sourcing/suggesting new resources where needed.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils. Make suggestions on developing areas where required.
- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Will contribute to the planning of opportunities for students to learn outside of school contexts in line with school policies and procedures.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy; developing new solutions where required and contribute to a purposeful learning environment.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively, establishing constructive relationships and offering appropriate advice and guidance under the direction of the teacher.
- Will support the teaching staff by reporting pupil progress and achievements at parents evenings which are usually held outside school hours.

- Will be responsible for developing and maintaining manual and computerised records and contributing to the reviews of systems/records as required.
- Will provide clerical/administrative support as directed by the teacher.
- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupil's competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will take line management responsibility in the supervision of other Teaching Assistants, students on work experience, trainees and voluntary helpers. Undertake induction, appraisal, training and mentoring as necessary.

Effort Demands:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, develop creative solutions and use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions both within and often outside established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will use specialist skills and training experience to establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will use specialist learning skills/training/experience to support pupils.
- Use own initiative and organise own workload, pay attention to detail, work to deadlines and manage conflicting priorities whilst making decisions where appropriate within established and non-established working practices.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- To make decisions within established working practices and procedures.
- The postholder will be expected to use good common sense and initiative in all matters relating to the health, safety, behaviour and well-being of pupils and the correct use and care of materials and equipment by pupils.

Environmental Demands/Working Conditions:

- Will have long periods of sitting or standing

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.
- To ensure their professional practice meets the requirements of the Equalities Act at all times.
- All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow; policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
- Safeguarding including child protection, Keeping Children Safe in Education and PREVENT
- E-safety and the use of social media in order to protect the pupils and the school.
- The use of phones, photographs and videos are prohibited
- Behaviour (including anti bullying) policy and principles
- Policies and procedure linked to the Equalities Act
- Manual handling.
- Report all concerns to an appropriate person.

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.



- This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager.
- This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
- This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Special Conditions of Service: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School

Date: January 2024

PERSONNEL SPECIFICATION:

		Essential/ Desirable	How Identified
Qualifications/ Training	<ul style="list-style-type: none"> GCSE English and Maths at grade C or equivalent. Level 4 NVQ for Teaching Assistants or equivalent qualification or educated to graduate level. Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, first aid qualification. Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, maths, English etc. 	<p>E</p> <p>E</p> <p>E</p> <p>D</p>	AF and Selection process certificates
Experience	<ul style="list-style-type: none"> Experience of working in a team situation. Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. Experience of working with pupils with additional educational needs and more able special educational needs. Experience of working in a relevant discipline. Clerical/administrative/financial experience. Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	AF, selection process and Interview
Knowledge, Skills & Ability	<ul style="list-style-type: none"> Will possess a full and in depth working knowledge of the School's relevant policies/procedures/codes of practices with 	<p>E</p>	AF, selection

	<p>an outline understanding of relevant legislation.</p> <ul style="list-style-type: none"> • Will have in depth knowledge of the policies covering their service area. • In depth knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. • Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. • Excellent organisational and problem solving skills with the ability to work proactively and independently. • Excellent communication skills. • Enhanced advisory, guiding, negotiating and persuasive skills at a developed level. • Excellent numeracy/literacy skills. • Excellent ICT skills. • Ability to use relevant equipment/resources. • Ability to self-evaluate learning needs and actively seek new learning opportunities. • Ability to understand classroom roles and responsibilities. • An understanding of the needs of a multicultural society. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • In depth knowledge and practical experience of behaviour management. • Knowledge and commitment to schools Equality policy. • In depth knowledge and practical experience of Health and Safety requirements. • In depth knowledge and practical experience of child protection. • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience. • Ability to remain calm under pressure; prioritising conflicting demands. • Demonstrate a commitment to working with children of the relevant age. • Demonstrate good co-operative, interpersonal and effective listening skills. • In depth knowledge and experience of maintaining confidentiality in matters relating to the school, its pupils, parents or carers. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>process and Interview</p>
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	<ul style="list-style-type: none"> • Ability to perform all duties and tasks with reasonable adjustments where necessary, working flexibly and willing to accept change. • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level 	<p>E</p> <p>E</p>	
Character & Values	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. • Ability to prioritise conflicting demands and pressures. • Ability to work proactively and independently. • A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations. • Willingness to continue to review own professional development 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF and Selection process</p>
Personal Circumstances	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an advanced threshold Level. 	<p>E</p> <p>E</p> <p>E</p>	<p>AF, selection process checks, interview</p>

