



Higher Level Teaching Assistant (HLTA)

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| Salary / grade range | SO1 (SCP23 £32,076 - SCP25 £33,945) FTE |
| Contract | Permanent, 33.50 hours per week, term time only + 5 days |
| Location | Co-op Academy Beckfield, Tyersal Walk, Bradford, BD4 8ER |
| Reports to | Teacher / Head Teacher |

Purpose of role:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will 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.e.g. library provision/accelerated reader.

Key accountabilities (and specific duties / responsibilities):

Planning

- Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil needs
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

- Within an agreed system of supervision and within a predetermined lesson framework, teach whole classes.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.



- Support the teaching of Early Reading and Phonics.
- Be aware of, and support differences, and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, 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 pupils to interact and work co-operatively with others.
- In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first languages.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

- With teachers, evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- 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 the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

- Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants



- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal 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, 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

- 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 child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children
- Provide physical support and maintain personal equipment used by the children at the school.
- Administer medication as agreed.
- 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 pupils in the playground and plan and organise play time activities.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

- Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation



- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time

Policies

All colleagues will fully support and champion, Safeguarding, Child Protection, Equality and Diversity and the Prevent agenda at all times, as appropriate.

Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

Personal attributes required (based on job description):

| Attributes | All attributes are essential, unless indicated below as 'desirable' | How measured, e.g. application form (A), interview (I) test (T) |
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| Qualifications <ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards or equivalent qualification or experience • Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths • Training in relevant learning strategies e.g. early reading, phonics, arithmetic, interventions • Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT, Subject specialisms (please make explicit on your application form) | Desirable | A |
| Experience <ul style="list-style-type: none"> • Experience of success teaching of whole classes having a positive impact on pupils' achievements • Experience of implementing and following a school's positive behaviour management policy • Experience of working as part of a team • Experience of organising work tasks and duties to meet appropriate service standards e.g. in terms of timelines and accuracy | Desirable | A/I |



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| <p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none">• Can offer at least one subject specialism in the primary curriculum• Can use ICT effectively to support learning• Ability to organise, lead and motivate a team• Ability to relate well to children and adults• Constantly improve own practice/knowledge through self-evaluation and learning from others• Understanding of statutory frameworks relating to teaching• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies• Good understanding of child development and learning processes• Full working knowledge of relevant policies/codes of practice/legislation• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | Desirable | A/I |
| <p>Personal Qualities</p> <ul style="list-style-type: none">• A passion for working with children to enable them to reach their potential.• Willing to abide by the Trust's Equal Opportunities Policy in the duties of the post, and as an employee of the Trust.• Willing to carry out all duties having regard to an employee's responsibility under the Trust's Health and Safety Policies• Be aligned with all co-operative values and the Co-op Ways of Being.• Be committed to ensuring that all children in our schools receive an excellent education in a safe and stimulating environment. | | A/I |

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.