**Job Description: Higher Level Teaching Assistant & Cover Supervisor**

**POST:** Higher Level Teaching Assistant (HLTA) & Cover Supervisor

**REPORTING TO:** Head Teacher and Deputy Head Teacher

**RELATIONSHIPS:** Directed by the office manager, SLT and class teacher; working across all phases

**HOURS:** 35 Hours/week

**GRADE:** Grade 5 (£29,364 - £30,852 pro-rata)

# PURPOSE:

1. To carry out all aspects of the job description within a system of supervision by qualified teachers and to work independently providing whole class supervision, timetabled and ad hoc, with a significant commitment to whole class teaching.
2. To work collaboratively with class teachers and other support staff to raise the learning and attainment of pupils, including pupils with special educational needs and disabilities.
3. Promoting pupils’ independence, self-esteem, and social inclusion.
4. Giving support to pupils, individually or in groups, so they can access the curriculum, take part in learning and meet their intended outcomes.
5. Supervising whole classes during short-term absence of teachers, both planned and unplanned.

# DUTIES AND RESPONSIBILITIES

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 achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
* Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
* Use effective behaviour management strategies consistently in line with the school’s policy and procedures
* Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
* Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
* Observe pupil performance and pass observations on to the class teacher
* Supervise a class if the teacher is temporarily unavailable
* Use ICT skills and systems as required to carry out the duties of the post in the most efficient and effective manner in order to advance pupils’ learning
* Undertake any other relevant duties given by the class teacher
* To cover and lead class teaching as and when appropriate and required
* Direct the work, where relevant, of other adults in supporting learning
* To support all class staff in developing systems of record keeping, assessment, monitoring and distribution so that all children consistently have access to a book to read at their instructional level, at home and in school
* Assist with escorting pupils on educational visits and school trips, including leisure activities
* Consistently role model the behaviour and conduct expected of pupils and adults
* Undertake any additional duties or responsibilities, commensurate with the scope and grade of the post, as reasonably directed by the Head Teacher or other immediate line manager(s).

Planning

* Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
* Read and understand lesson plans shared prior to lessons, if available
* Prepare the classroom for lessons
* Use their area(s) of expertise to contribute to the planning and preparation of learning activities in all stages of the planning cycle, and to plan their own role in learning activities
* Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
* Plan how they will support the inclusion of pupils in the learning activities

Working with colleagues and other relevant professionals

* Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
* Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
* With the class teachers, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
* Understand their role in order 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
* Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

* Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision
* Make a positive contribution to the wider life and ethos of the school

Health and safety

* Promote the safety and wellbeing of pupils, and help to safeguard pupils’ well-being by following the requirements of Keeping Children Safe in Education and our school’s child protection policy
* Look after children who are upset or have had accidents
* To maintain an-up-to date first aid qualification

Professional development

* Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
* Attend all briefings, staff meetings and training days, along with sharing good practice with members of staff as part of the commitment to own and others’ professional development
* Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
* Take part in the school’s appraisal procedures

Personal and professional conduct

* Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
* Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
* Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
* Respect individual differences and cultural diversity

**SAFEGUARDING**

* Committed to working with the staff team to ensure the highest levels of welfare and safeguarding are upheld at all times
* To report any safeguarding concerns to the Senior Designated Person
* To adhere to all safeguarding policies, practices and expectations including online safety and the staff code of conduct

**ADDITIONAL DUTIES**

* Attend and contribute to staff meetings and INSET, undertake training and actively participate in celebration events
* To actively participate in the school appraisal process
* To participate in continuous professional development and training as required
* To ensure that any information received concerning the children is kept confidential
* To maintain an up to date first aid qualification
* To know and adhere to the school's policies and procedures and contribute to their review
* To follow the School Code of Conduct at all times
* Any other duties commensurate with this post as directed.

# Notes:

This job description may be amended at any time in consultation with the postholder.

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

This job needs to be considered in the context of a changing and evolving School and therefore the duties detailed here will need to be adjusted to meet the needs of a changing organisation.

**EQUAL OPPORTUNITY**

The post holder will be expected to carry out all duties in the context of and in compliance with the School’s Equal Opportunities Policies.

The school will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants with a disability or additional need and continued employment for any employee who develops a disabling condition.

**CHILD PROTECTION**

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 School.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with procedures in relation to Police checks.

Last review date: 17th May 2023

Headteacher/line manager’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Safeguarding and protecting our children and young people from harm is central to the School’s ethos. This post is subject to an enhanced DBS check and satisfactory references.

# PERSON SPECIFICATION – QUALIFICATIONS AND ATTRIBUTES REQUIRED

# HLTA & Cover Supervisor

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| You will need to be: You will need to be passionate about all aspects of childcare and education, and able to bring innovative ideas to the role. You will need to have a caring and dynamic approach, as well as an ability to lead and motivate a range of staff.  |
| **Education and Training**  | How Identified | Importance  |
| NNEB or equivalent NVQ qualification (Level 3) in Child Care or equivalent  | A | Essential |
| Maths and English GCSE at Grade C or above | A & I | Essential |
| Evidence of ongoing personal development training | A & I | Desirable |
| Desire to continue with professional development |  A & I  | Desirable |
| To gain a recognised Professional Status i.e. HLTA qualification |  A & I | Desirable |
| Recent Pediatric First Aid certificate |  A | Desirable |
| **Relevant Experience** |   |   |
| Experience in working with children | A & I | Essential |
| At least 2 years’ experience of working in a primary school  | A & I | Desirable |
| Experience of planning and leading teaching and learning activities (under supervision)  | A & I | Essential |
| Experience of working in partnership with parents | A & I | Desirable |
| **General and Special Knowledge** |  |  |
| Knowledge of legislation relevant to Early Years such as EYFS, SEN, safeguarding, Childcare Act 2006 | A & I | Essential |
| A sound knowledge of the EYFS curriculum and how young children learn and develop | A & I | Essential |
| Ability to work with parents/carers/families to encourage partnership working | A & I | Essential |
| Knowledge of how to successfully lead learning activities for a group or class of children  | A & I | Essential |
| Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support | A & I | Essential |
| Knowledge of a range of effective behavior management techniques | A & I | Essential |
|  **Skills and Abilities** | A & I |  |
| Ability to communicate well with adults and children | A & I | Essential |
| Ability to work as part of a team | A | Essential |
| Good presentation skills | A | Essential |
| The ability to remain calm in stressful situations  | A & I |  |
| Possess a proficient level of computer literacy with a range of IT skills. | A & I | Essential |
| Possess good organisational and planning skills | A & I | Essential |
| Ability to demonstrate creative abilities | A & I | Essential |
| **Any Additional Factors** |  |  |
| Understanding of Equal Opportunities | A & I | Essential |
| Awareness of Health & Safety and practical Hygiene issues | A & I | Essential |
| Ability, flexibility, and willingness to take on other responsibilities or duties as deemed necessary | A & I | Essential |
| Knowledge of guidance and requirements around safeguarding children | A & I | Essential |
| **Personal Qualities** |  |  |
| Enjoyment of working with children | A & I | Essential |
| Sensitivity and understanding, to help build good relationships with pupils | A & I | Essential |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | A & I | Essential |
| Commitment to maintaining confidentiality at all times | A & I | Essential |
| Commitment to safeguarding pupil’s wellbeing and equality | A & I | Essential |

**Key:**

A = Application

I = Interview