

**JOB DESCRIPTION**

**Job Title:** Higher Level Teaching Assistant (HLTA)

**SCP:** 19-23 (with status)

**Reporting to:** Supervision Activities relating to Teaching and Learning- Classroom Teacher. Line Management- the Headteacher

**Overall Purpose of the Post:**

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.

## KEY OUTCOMES/ACTIVITIES

### RESPONSIBILITIES AND ACCOUNTABILITIES

- To complement the professional work of teachers by taking responsibility for agreed learning activities. These activities can be for individuals/groups of whole classes on a short-term basis.
- To manage and develop a specialist area within the school and or the management of other teaching assistants.

The postholder must at all times carry out his/her responsibilities within the spirit of Council and school policies, within the framework of the Education Act 2002 with particular regard to the regulations made under Section 133 and the statutory responsibilities of the governing bodies of schools.

### MAIN DUTIES AND RESPONSIBILITIES

#### 1. 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 Individual Education Plans.
- 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.

#### 2. Support for the Teacher

- 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.

#### 3. 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.

## KEY OUTCOMES/ACTIVITIES

- Select and prepare resources necessary to lead learning activities, taking account of pupils' interest and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

### 4. 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.

### 5. 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.

Other duties commensurate with the grade of the post as directed by the Headteacher.

**The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.**

### RESPONSIBILITY OF RESOURCES

**Employees (Supervision):** Management of Teaching Assistant in School.

**Financial:** None

**Physical:** Effective use of learning materials and resources.

**Customers and Clients:**

Preparation, planning and assessment of pupils development within the classroom.

### WORKING CONDITIONS

The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.

The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.

### CHARACTERISTICS OF THE POST

Employees are encouraged to participate in training activities in order to enhance their own personal development.

The ability to regularly attend meetings as required by the Headteacher/Line Manager.

**The employment checks are required:**

- Evidence of entitlement to work in the U.K.
- Childcare Disqualification Declaration (where applicable)
- Evidence of essential qualifications – see page 1 of this job specification
- Two satisfactory references
- Confirmation of medical fitness for employment
- Registration with appropriate bodies (where applicable)

**The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:**

**Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure**

**PERSONAL SPECIFICATION**

**PERSONAL QUALITIES, QUALIFICATIONS AND EXPERIENCE**

	Essential	Desirable
<b>Qualifications/Training</b>		
Higher Level Teaching Assistant status or working towards this. (Level 4)	Y	
Level 2 Numeracy/ Literacy or willingness to work towards	Y	
Training in relevant learning strategies e.g. literacy.	Y	
Management qualification e.g. Level 3 ILM Certificate in First Line Management OR Level 4 ILM Endorsed Certificate (Skills for Middle Leaders)		Y
Specialist Skills/ Training in Curriculum or Learning area e.g. Bilingual, sign language, I.C.T.)		Y
<b>Knowledge</b>		
Full working knowledge of relevant policies/codes of practice legislation.	Y	
Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/strategies	Y	
Constantly improve own practice/ knowledge through self-evaluation and learning from others.	Y	
Good understanding of child development and learning processes.	Y	
Understanding of statutory frameworks relating to teaching.	Y	
Appropriate knowledge in First Aid	Y	
<b>Experience</b>		
Previous experience of working with children of the relevant age range in a learning environment.		Y
<b>Competencies and Other Skills</b>		
Effectively use ICT to support learning.	Y	
Ability to organise, lead and motivate a team	Y	
Ability to relate well to children and adults	Y	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	Y	

Date completed: