

## Job Description

<b>Post title:</b>	<b>Higher Level Teaching Assistant (HLTA)</b>
<b>Contract:</b>	Fixed Term until 31 August 2025 (32.5 hours per week, term time only)
<b>Pay range:</b>	Band 8, scale point 17 - 22
<b>Line manager:</b>	Headteacher
<b>Location:</b>	Copthorne Primary School

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### **Purpose of the Role:**

The primary purpose of a HLTA is to complement and support the professional work of teachers and teachers in charge (including within specialist Resourced Provisions) 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. In addition, a HLTA will provide support and care for SEND pupils who have an Education, Health and Care Plan (EHCP) in place to achieve their potential.

May be 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.

### **Generic Introduction:**

The following information is furnished to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Copthorne Primary School is an Equal Opportunities employer and requires its employees to comply with the Exceed Academies Trust Equality Statement and Objectives.
4. Copthorne Primary 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 condition covered under the Equality Act 2010.

### **Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all staff working in customer facing roles can speak fluent English to an appropriate standard.

Together we **Exceed**

Registered Office: Copthorne Primary School, Copthorne, Eastleigh, Hampshire, SO50 9LQ  
info@exceedacademiestrust.co.uk  
01274 086 490  
www.exceedacademiestrust.co.uk

For this role the post holder is required to meet the Advanced Threshold Level.

### **Supervision & Guidance:**

To work under the direction/instruction of class teachers and senior leadership team/Headteacher.

### **Range of Duties:**

#### **Support for Pupils**

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Provide skilled delivery and support including specific SEND interventions for the learning of pupils with SEND to promote their progress and achievements, independence and confidence.
- Promote good pupil behaviour, dealing appropriately and promptly; with strategies tailored to the pupils needs and encourage pupils to take responsibility for their own behaviour.
- Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Promote, support and facilitate the inclusion of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher or other professionals.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Provide feedback to pupils in relation to their progress and achievement, under guidance of the teacher.
- Encourage pupils to act independently as appropriate.
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
- Assist with the development and implementation of Education Health and Care Plans (EHCPs), Individual Behaviour Plans (IBPs) and personal care programmes.
- Where applicable, promote and support the inclusion and integration of the pupils in the resourced provisions into the mainstream school and access to the curriculum and other educational opportunities consistent with their EHCPs.

#### **Support for the Teacher**

- Teach and supervise individuals or groups of pupils during the short-term absence of the teacher/teacher in charge and undertake planning for this to meet the individuals specific special educational needs.
- Maintain a stimulating and safe environment as directed for lessons, organising resources and assisting with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Undertake routine marking of pupils work and provide feedback to pupils in relation to progress and achievement under the guidance of the teacher or teacher in charge.
- Be aware of pupils' learning needs /progress/achievements and report to the teacher as agreed.
- Provide detailed and regular feedback to teachers on pupil's achievement, progress, and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.

- Contribute to reports, recording keeping and maintenance, information and data, pupil profiles and in the annual review process of EHCPs.
- Administer routine tests, invigilate exams and undertake routine marking of pupils' work, under guidance from the teacher.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established behaviour policy and encourage pupils to take responsibility for their own behaviour.
- Liaising effectively with class teachers to communicate effectively with parents/carers and other professionals.
- Gather and report information from and to parents and families taking into account parental or carer concerns, dealing with them sensitively, confidentially and appropriately, establishing constructive and professional relationships with them offering support and advice and guidance after liaising with the teacher/teacher in charge.
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

### **Support for the Curriculum**

- Prepare, maintain and use specialist and other curriculum resources required to meet the lesson plan / relevant learning activity and assist pupils in their use; assist in the development of lessons and activities programmes for implementation with limited supervision or guidance from the teacher and carry out related tasks as advised by a teacher /teacher in charge.
- Assist in the planning, management and maintenance of an appropriate learning environment matching the specific needs of the children within the resourced provision.
- Support pupils to understand instructions.
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Support pupils in accessing the curriculum by demonstrating a level of subject and curriculum knowledge relevant to their role.
- Implement 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 relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Attend and participate in relevant meetings including planning meetings and annual reviews as required and participate in training and other learning activities and performance management, supervision and development opportunities.

### **Support for the School**

- Be aware of and comply with relevant statutory guidance, alongside school/Trust policies and procedures relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in a timely manner.
- Be aware of and demonstrate positive attitudes, values and behaviours towards equality, ensuring all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals and the school community.
- Attend relevant meetings as required.
- Commit to improving own practice by participating in training and other learning activities related to continual professional development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities, as required.
- To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Recognise own strengths and areas of expertise and use these to advise and support others.

## PERSONNEL SPECIFICATION

Attributes	Essential	Desirable	How Identified
<b>Skills &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children and young people in a primary setting.</li> <li>• Experience of supporting children and young people with special educational needs.</li> <li>• Understands how to adapt and respond flexibly to support the learning needs of pupils with SEND.</li> <li>• An understanding of how SEND and the primary needs of ASD and/or SEMH impacts upon learning and development and behaviours and how to plan to meet needs.</li> <li>• Possess excellent communication skills.</li> <li>• Excellent numeracy/literacy skills.</li> <li>• Experience and knowledge in relation to behaviour management, in a school setting.</li> <li>• Good understanding and willingness to use positive behaviour and physical interventions in line with national guidelines where appropriate.</li> <li>• Ability to use relevant technology and software packages.</li> <li>• Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level.</li> <li>• In line with the Immigration Act 2016; able to demonstrate fluency of the English Language at an Advanced Threshold Level.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within a team.</li> <li>• Clerical/administrative experience.</li> <li>• Has knowledge of the working practices of mainstream schools, and/or special schools or specialist resourced provisions, classrooms, small group working and effective SEND interventions including 1:1 support.</li> </ul>	Application form and selection process
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• GCSE English and Maths Grade C or above/grade 4-9 (or equivalent).</li> <li>• Accredited HLTA/NVQ 4 or above in a relevant qualification, or</li> </ul>	<ul style="list-style-type: none"> <li>• Other qualifications in relation to post e.g. health, children, practical skills, first aid.</li> <li>• Training in the use of physical restraint e.g. Team Teach.</li> </ul>	Application form, selection process and interview

	equivalent or educated to degree level.		
<b>Training</b>	<ul style="list-style-type: none"> <li>Willingness to participate in development and training opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Completion of Level 2 Department for Education Teaching Assistant course.</li> </ul>	Application form and interview
<b>Special Knowledge</b>	<ul style="list-style-type: none"> <li>Understanding of Equality, Diversity and Inclusion and how this applies within an education setting.</li> </ul>		Application form and interview
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Ability to relate well to pupils and adults.</li> <li>Work constructively as part of a team.</li> <li>Ability to remain calm under pressure.</li> <li>Demonstrate good co-operative, interpersonal and effective listening skills.</li> <li>Demonstrate a commitment to working with children of the relevant age.</li> <li>Flexibility and willingness to accept change.</li> <li>Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>Maintain confidentiality in matters relating to the school, its pupils, parents and carers.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to understand classroom roles and responsibilities and your own position within these.</li> </ul>	Application form and interview
<b>Additional Expectations</b>	<ul style="list-style-type: none"> <li>Will not require holiday leave during term time.</li> <li>Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> <li>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people (DBS check required).</li> </ul>	<ul style="list-style-type: none"> <li>Willing to undertake Minibus training and to drive the school minibus for Educational Visits/Extra Curricular activities.</li> <li>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).</li> </ul>	Application form and interview

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.