



Dashwood Banbury Academy

an Aspirations Academy

Post Title	Higher Level Teaching Assistant (HLTA)
Salary/Grade:	
Reporting To:	Principal
Hours of Work:	32.5 hours per week – 39 weeks per year
Core Purpose:	
<p>Person Specific Responsibilities:</p> <ul style="list-style-type: none"> • To undertake work and responsibilities in line with the Training and Development Agency for Schools (TDA) standards for higher level teaching assistants (HLTA). • To contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of pupils working with pupils who have complex needs and profound learning difficulties. • To advance pupils learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present working with pupils who have multi barriers to learning. • Under an agreed system of direction and supervision carry out timetabled PPA cover for teachers within agreed staffing levels and appropriate risk assessments. • To use behaviour management strategies in line with the school's policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special needs. • To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties. • To be responsible for promoting and safeguarding the welfare of children and young people within the school. 	
Main Duties:	
<p>General Responsibilities</p> <ul style="list-style-type: none"> • To establish professional relationships with pupils, parents and teachers and to support them in establishing a supportive and nurturing learning environment in which children make good academic progress. • Act as a role model and setting high expectations. • 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. <p>Support for Pupils</p> <ul style="list-style-type: none"> • To deliver whole class teaching having achieved the Professional Standards for Higher Level Teaching Assistants. • To contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of pupils working with pupils who have complex needs and profound learning difficulties. • To assess the needs of pupils, using detailed knowledge and specialist skills to support pupils' learning. • Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives and in line with the schools Marking and Feedback Policy. 	

- Offering clear and accurate feedback to pupils and teachers in relation to progress and achievement.
- By establishing productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Supporting 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.
- Organise and manage appropriate learning environments and resources for the lessons that they teach.
- To be responsible for supporting teaching and learning within and outside the classroom to ensure consistent delivery of agreed outcomes, including where agreed small group support/interventions or 1-to-1 teaching.
- To support pupils who require additional support or those with special educational needs through the delivery of specific learning programmes.
- Working closely with teachers and SENCo to assess the needs of individual pupils.
- 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
- To establish supportive relationships with all pupils, as well as good working relationships.
- Monitoring the pupil's response to the learning activities, where appropriate modifying activities as agreed with the teacher to achieve the intended learning outcomes.
- Giving positive encouragement, feedback and praise to reinforce and sustain pupil's efforts and develop self-reliance and self-esteem.
- Supporting in playground/break/lunch time supervision e.g. educational games.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and to take responsibility for pupils under the supervision of the teacher.

Support for Teachers

- Deliver whole class teaching and learning activities to whole classes or pupil/s within the agreed system of supervision, adjusting activities according to pupil responses/needs.
- 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 provide evidence of range and level of progress and attainment.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers (and pupils).
- To organise and manage an appropriate learning environment and resources.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies.
- To regularly update student profiles and logs so that interventions are appropriately recorded.
- Liaising with the class teacher, SENCo and other professionals about pupil's EHCPs (Educational Health Care Plans) contributing to the planning and delivery where appropriate.
- Work within the established Academy Behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Use ICT effectively to support learning activities.
- Select and prepare resources necessary to lead to learning activities, taking account of pupils' area of need, SEN, interests, language and cultural backgrounds.
- To support the Team within the organisation and prepare displays and resources.
- To provide objective accurate feedback through the marking and assessment of pupils work taught in line with the school's marking policy.

Additional Responsibilities

- To maintain pupil and family confidentiality and attend professional meetings when required.
- To attend and participate in relevant meetings, as required.
- To be available to assist and undertake break duties.
- To participate fully in Staff Appraisal according to the Academies requirements.
- To participate in training and other learning activities and performance development, as required.
- To work safely, consider the safety of others and work within the guidelines stated in the Academies Health and Safety Policy.
- To comply with all decisions, policies and standing orders of the Academies; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academies agreed procedures.
- To contribute to the overall ethos/work/aims of the Academies and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academies will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.