

## **JOB DESCRIPTION**

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

**Reports to:**                SENCO

**Role Profile ref:**        02132 Higher Level Teaching Assistant Level 1 (Generic)

The post holder will be required to carry out appropriate duties as outlined in the Role Profile and as the Executive Headteacher requires, including:

### **1. General responsibilities:**

To provide learning activities for individual pupils, groups and whole classes and deliver lessons set by or with teachers, under the professional direction and supervision of a qualified teacher.

### **2. Support for pupils:**

- a. Assume whole class responsibility for learning, when required and as directed by the class teacher.
- b. Work with individuals or groups of children, ensuring that they are engaged in and focused on the learning activities so that they can make good progress in a lesson.
- c. Manage behavioural issues, following the guidance and procedures outlined in the Behaviour & Anti-Bullying Policy.
- d. Encourage and support children in the application of positive attitudes to learning.
- e. Use specialist skills and experience to enable children to learn by adapting the implementation of the learning objective and/or taking a different approach to the activity.
- f. Provide an appropriate level of pastoral care, keeping class teachers informed as necessary.
- g. Assist with the development and implementation of Learning Plans.
- h. Possess specialist qualifications/skills to deal with needs of particular pupils.
- i. Be a champion of all children, particularly those who are vulnerable.

### **3. Support for teachers:**

- a. Work unsupervised to assist class teachers in developing an appropriate learning environment.
- b. Provide developmental feedback to pupils in line with the federation's Marking & Feedback Policy.
- c. Provide administrative support to class teachers to a very high standard.
- d. Provide accurate feedback on children's learning to class teachers.
- e. Play a part in developing further planning; adjusting it as necessary.
- f. Use initiative to ensure non-directed time is spent efficiently and which adds value.
- g. Evaluate responses by the children through planned and focused observations.

**4. Support for the curriculum:**

- a. Conduct a variety of tests and assessments.
- b. At whole class level, contribute to and implement curriculum programmes.
- c. Review the progress of pupils against learning programmes
- d. Contribute to lessons in support of the class teacher's lesson aims and objectives.

**5. Support for the school**

- a. Implement the Learning & Teaching Policy and other curriculum policies.
- b. Recognise warning signs and changes in children's behaviour, acting accordingly to de-escalate situations and informing the class teacher when necessary.
- c. Establish constructive relationships with other agencies to support children's learning and progress.
- d. Undertake supervisory activities, including supervising children on trips and visits as well as for break time supervision.
- e. Provide training and support for other staff members, linked to strengths and expertise.
- f. Act as a role model for other members of staff in learning support roles.
- g. Inputting to and, where appropriate, leading on professional development of school staff during in-service activity.
- h. Support the induction of other staff in the school including, in appropriate circumstances, teaching staff.
- i. Support the SENCO in their work to ensure that all SEN children receive focused and effective learning support.
- j. Lead meetings for Learning Support Staff on a regular basis, be their champion as well as reinforcing high expectations of work and behaviour.
- k. Support and promote the federation's approach to learning.

**6. Compliance**

- a. Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.
- b. Report any safeguarding concerns to the Designated Safeguarding Lead as soon as possible, via CPOMS and (if necessary) in person.