



St George's Academy

“Aiming high to achieve excellence for all”

HIGHER LEVEL TEACHING ASSISTANT (HLTA) Job Description

Salary: NJC Scale 4, pts 7-11
Responsible to: SENCO and Head of Faculty

PURPOSE OF JOB

The HLTA will:

- Increase skilled support within Facilities.
- Work in partnership with teaching staff to raise the learning and attainment of students.
- Support teaching staff to assess student needs and progress and use detailed knowledge and specialist skills to support learning and promote student independence, self-esteem and social inclusion.
- Give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.
- Provide priority support for Pupil Premium students who have additional needs not met by an EHCP.
- Provide EHCP support where required.
- Provide cover for absent Teachers within the faculty where required.
- Provide cover for absent Teaching Assistants where required.
- Provide support to Heads of Faculty.
- Have the flexibility to undertake a small number of timetabled lessons where required for an additional payment.

MAIN RESPONSIBILITIES, TASKS AND DUTIES

All responsibilities, tasks and duties to be carried out in line with Academy guidelines and policies.

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 students including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- 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 to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate

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, and to plan their 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 teacher, 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

GENERAL

- To be responsible for personal continued professional development and take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- To adhere to Health and Safety Regulations
- To keep confidential any issues related to St George's Academy which are deemed confidential
- To participate in appropriate meetings
- To 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
- To make a positive contribution to the wider life and ethos of the school
- To uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- To have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- To support equal opportunities and promote anti-discriminatory practice

It is important to recognise that any job description outlines only the minimum expectations of the post-holder and should not constrain any colleague wishing to take on additional responsibilities and activities that could positively affect their own, their team's or the school's development and improvement. All members of staff must be prepared to work flexibly, undertaking aspects of colleagues' work of a similar or lower level of complexity, in order to ensure:

- Cover of the school's needs throughout the day
- Appropriate cover for colleagues when absent for any reason

All Academy staff have a responsibility to safeguard and promote the welfare of children and young people within the Academy. This includes helping to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy

All Academy Staff are expected to make themselves familiar of the Academy Policies and Procures and to adhere to these. These can all be found on the Academy x drive site.

This job description may be amended from time to time in discussion with the post holder.

PERSON SPECIFICATION

HIGHER LEVEL TEACHING ASSISTANT (HLTA)

	ESSENTIAL	DESIRABLE	ASCERTAINED BY
1. EXPERIENCE	<ul style="list-style-type: none"> • Experience of planning and leading teaching and learning activities (under supervision) • Experience of working with young people aged 11-19 • Proven track record of successfully working with disaffected young people • Experience of working with families/carers • Experience of modifying or developing resources to support teaching • Experience of using ICT to support learning 	Experience of working in a school environment Experience of working with outside agencies and professionals Experience of working with children with Special Educational Needs Experience of successfully cover lessons	Application form Application form/interview
2. KNOWLEDGE	<ul style="list-style-type: none"> • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information • Good level of ICT skills including knowledge of Microsoft Excel, Word and Power Point. • Understand the importance of safeguarding within a school environment • Knowledge and understanding of strategies to remove barriers to learning in young people • Knowledge of data protection and confidentiality procedures • Knowledge of how to adapt and deliver support to meet individual needs • Understanding of effective teaching methods 	Knowledge or working practice in the education sector and/or schools/academies Knowledge specifically related to the relevant Key Stage of the role	Interview and Application form Interview and Application form Interview and Application form Interview and Application form Interview and application form Interview and application form

	ESSENTIAL	DESIRABLE	ASCERTAINED BY
			Interview and application form
3. SKILLS AND APTITUDES	<ul style="list-style-type: none"> • Ability to keep written records and support the development of student literacy and numeracy skills with confidence. • An ability to communicate effectively with students, students, parents and multi agencies • Have the ability to work calmly under pressure and have the ability to adapt quickly and effectively to changing circumstances • Ability to make sound judgements when prioritising tasks and knowing when to refer • An ability to use own initiative, work independently, motivate and inspire with a creative approach to problem solving • Good interpersonal and communication skills (both oral and written) with the ability to relate to all levels of staff. • The ability to critically evaluate own performance • Flexible with effective time management skills • Ability to set, maintain and actively promote high standards of student behaviour/attitude towards learning • To demonstrate empathy, communication, listening and interpersonal skills when dealing with children, colleagues and parents/carers 	<p>Ability to find creative and imaginative solutions to problems</p> <p>Experience of action planning, data analysis and assessment procedures to raise student achievement</p>	<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>
4. QUALIFICATIONS AND TRAINING	<ul style="list-style-type: none"> • Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or equivalent qualification or experience in a relevant discipline for working with young people aged between 11-19 • Educated to GCSE (grade 4 or above, A* to C) level or equivalent including Maths and English • Evidence of continuing professional development 	Relevant level 4 qualification	<p>Application form</p> <p>Application form</p> <p>Application form/Interview</p>

	ESSENTIAL	DESIRABLE	ASCERTAINED BY
5. ATTITUDE AND MOTIVATION	<ul style="list-style-type: none"> • Calm and patient when dealing with others • Demonstrates accountability and ownership for own work duties and activities • An ability to work within a team environment and be supportive of the overall team effort • Demonstrates a 'can do' approach, self-motivation, ability to prioritise work and the ability to work autonomously • Ability to travel to work across the Academy's two campus sites. • Attendance at some evening and early morning meetings may be required. • Have a clear vision and strong commitment to inclusion and how this can be achieved for students 		Interview Interview Interview Interview Application form / interview Interview