

Higher Level Teaching Assistant (HLTA)

JOB DESCRIPTION

The post-holder will work under the direction of the Class Teacher to plan, prepare and deliver lessons to whole classes, individual pupils and groups. You will provide care and support programmes to enable access to learning for pupils which includes assessments and reports on pupils' progress

Working hours: Term Time Based Hours: 31.25 hours per week, 39 weeks per year
Monday to Friday 8:30-3:30.

Annual Leave: The full-time rate of holiday entitlement incorporated in the formula is 25 days per year rising to 30 days per year for employees with 5 or more years of continuous employment with the Trust. The formula also provides for a pro rata entitlement to the bank and public holidays normally observed in England and Wales

Salary: Salary Scale 5 Point 11-15 **Full Time Equivalent** (£29,583-£31,440) **Actual Salary**(£21,990 - £23,370)

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

To provide support for groups of pupils and for individual pupils, enabling them to access and excel across a broad and balanced curriculum in accordance with the objectives of the Academy.

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Key duties :

- 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 undertake class teaching in the absence of the class teacher.
- 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 schools 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

General Responsibilities

- 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.

Support for Pupils

- 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

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Person Specification:

Assessed by application (A) Assessed by the recruitment process (R)

Criteria	Essential	Desirable
Qualifications / Education		
GCSE grade C or higher in English and Mathematics	A	
To have undertaken a Teaching Assistant qualification is essential	A	
Experience		
Experience of managing student behaviour	A	
Experience of working with children in an educational setting	A	
Skills, Abilities and Knowledge		
To undertake work and responsibilities in line with the Training and Development Agency for Schools (TDA) standards for higher level teaching assistants (HLTA).	R	
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.	R	
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	R	
Ability to keep accurate records.	R	
To undertake class teaching in the absence of the Class Teacher	R	
Under an agreed system of direction and supervision carry out timetabled PPA cover for teachers within agreed staffing levels and appropriate risk assessments.	R	
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.	R	
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.	R	
To be responsible for promoting and safeguarding the welfare of children and young people within the school		
Knowledge		

Criteria	Essential	Desirable
Discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication	R	
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	