

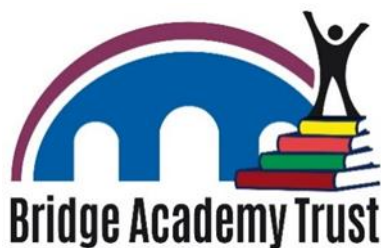
HIGHER LEVEL TEACHING ASSISTANT: JOB DESCRIPTION

Job Purpose:

The HLTA's role is to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve preparing and delivering learning activities for individuals and small groups and monitoring, assessing, recording and reporting on students' achievement, progress and development.

Teaching and learning

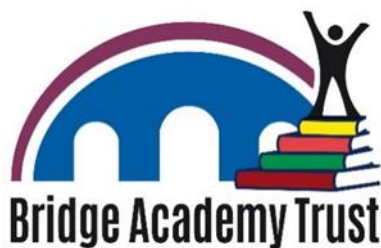
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Deliver lessons to whole classes or large groups of children across the primary age range
- Use detailed knowledge and specialist skills to support and progress students' learning
- Provide feedback to students in relation to progress and achievement.
- Establish productive working relationships with students, act as a role model and set high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently while recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Organise and manage an appropriate learning environment and resources.
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback on student achievement, progress and other matters.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.



- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on student progress/achievement etc.
- Produce lesson plans, worksheets, resources etc.
- Deliver agreed learning activities to students within an agreed system of supervision, adjusting activities according to student responses and needs.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- 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 as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning

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 staff, parents/carers and 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
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- 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

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

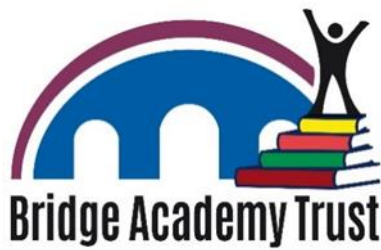
- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Health and Safety

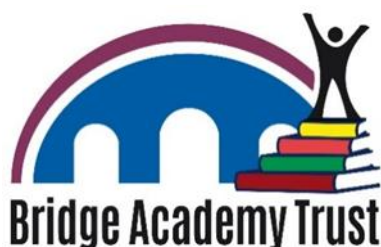
- To maintain the health and safety of pupils and colleagues in the school by assisting in maintaining a clean and tidy environment and reporting any hazards that cannot be dealt with to the class teacher/ premises manager /senior management team.



Professional Development

- To attend and participate in regular meetings as appropriate
- To participate in training and other learning activities offered by the school to further knowledge.
- To carry out the above duties in accordance with the school's Equalities Policy

The duties above are neither exclusive nor exhaustive and the postholder may be required from time-to-time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or level of responsibility entailed.

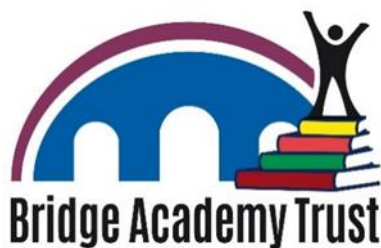


LEARNING SUPPORT ASSISTANT/ 1:1 PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications and training	• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and math's • First-aid training, or willingness to complete it • Level 5 Higher Level Teaching Assistant Qualification • Demonstrate that you meet the <u>33 HLTA professional standards</u> • Have English and math's skills at Level 2 or equivalent • Know how to use ICT to support your work
Experience	• Experience working in a school environment or other educational setting • Experience working with children / young people • Experience planning and delivering learning activities • Experience of planning and leading teaching and learning activities
Skills and knowledge	• Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

www.bridgeacademytrust.org

This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Bridge Academy Trust welcomes applications from those of all backgrounds, faiths and ethnic groups.



LEARNING SUPPORT ASSISTANT/ 1:1 PERSON SPECIFICATION Cont.

CRITERIA	QUALITIES
Personal qualities	• Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people