

Job Description and Person Specification St Edmundsbury C of E Primary Academy



POST TITLE	HLTA
Scale	Grade 4 Point 10
Hours	4 afternoons 1-3.20pm

LEVEL 4

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Implement ISPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support 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
- Provide feedback to pupils in relation to progress and achievement
- Attend to the personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters

SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- 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 providing 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
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Use IT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL

- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/values of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by Suffolk LA and the school's safeguarding policy.

HLTA Person Specification

	Essential	Desirable	How demonstrated
Experience	Experience of (or ability to demonstrate through interview process) teaching whole classes in one or more of the primary key stages.	Leading and Managing other support staff	- Written Application - Lesson Observation
Qualifications and Training	- Meet Higher Level Teaching Assistant standards qualification - Excellent Maths and English skills – equivalent to NVQ Level 2 in English and Maths - Training in relevant learning strategies e.g. English, Maths	Additional qualifications relevant to a particular phase, key stage or curriculum area	- Written Application - Interview
Knowledge and Skills	- Full working knowledge of relevant policies/codes of practice/legislation - Working knowledge and experience of implementing national Curriculum and/or Early Years curriculum and other relevant learning programmes - Understanding of statutory frameworks relating to teaching - Use IT effectively to support learning - Understanding of, and genuine commitment to inclusion - Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Ability to organise, lead and motivate a team	- Interview - Lesson Observation
Personal Qualities	- Good organisational and time management - Ability to relate well to children and adults - Remain calm under pressure - Ability to adapt to change quickly - Constantly improve own practice/knowledge through self-evaluation and learning from others - Meet challenge with a positive approach and sense of humour		Interview