



Job Description: Higher Level Teaching Assistant(HLTA)/Teaching and Learning Assistant(TA)

Accountable to: Headteacher

Rugby Free Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

The below is a job description for a Teaching and Learning Support Assistant and a Higher Level Teaching Assistant. **The Higher Level Teaching Assistant additional roles are in bold.**

Main Purpose:

- Teaching and learning support for individual children and groups of children to further their educational, emotional and social potential
- Under the instruction/ guidance of class teachers or SLT, undertake specific care and learning programmes and activities to support individuals or groups of pupils
- Provide specific support for children with Special Education Needs/ EAL/ More Able/Pupil Premium Children as directed by inclusion leader
- Enable access to learning for children and assist the teacher in the management of children and the classroom.
- To foster high expectations and high standards in all aspects of school life in keeping with the vision for the school
- To uphold all school policies and procedures and promote the good name of the school
- Foster strong team-working and collaboration at all levels
- Offer support to families to aid them in becoming even better parents
- Covering classes for small amount of time (up to 1 hour) or with another teaching assistant with you, up to half a day.
- **HLTA only: Plan, resource, teach and mark/assess specific lessons and interventions/group work as agreed with line manager.**
- **HLTA only: Teach and resource lessons and mark/assess pupils learning when covering for a teacher absence.**

Specific Duties:

Plan teaching to achieve progression in pupils' learning through:



- working with teaching staff to identifying clear teaching and learning objectives, assess pupils next steps and move children's learning forward
- setting/ delivering tasks which challenge pupils and ensure a high level of interest, attention, participation and well-being
- identifying the needs of individuals and groups within the cohort, writing/ taking note of individual education plans and liaising with the Inclusion Leader/ SENDCO as required
- developing an understanding of the special educational needs of the child/ children concerned.
- taking into account the child/ children special needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials making effective use of resources and time to personalise learning, ensure the learning environment is inviting for all children and ICT resources are used to good effect
- building and maintaining successful relationships with children, treat them consistently, with respect and consideration
- helping to promote independent learning
- reinforcing learning and providing consolidation where appropriate
- assisting children with physical and medical needs including personal hygiene care
- helping children record work in an appropriate way, keeping them on task and building motivation
- modelling good practice
- helping build the child/ children's confidence and enhance self esteem
- engaging in regular formal and informal meetings with teachers to contribute to planning lessons/activities
- preparing materials and resources
- preparing children beforehand for a task
- using various strategies in liaison with teachers, to support pupils achieving learning goals
- working on differentiated activities with identified groups
- supporting the teacher in implementing specific teaching programme

- supervising practical tasks
- carrying out structured classroom assessment/ observation and providing feedback on outcomes
- be involved in keeping records and evaluating identified children's progress
- work as part of the team in relation to individual children, liaising, advising and consulting where appropriate
- supporting implementation of school policies and procedures, including those relating to confidentiality and behaviour
- identifying personal training needs and attending appropriate internal and external in-service training
- fully engage in the RFPS vision and contributing to pupils' personal, spiritual, moral, social and cultural development
- **HLTA only: having a regular timetabled commitment of teaching specific lessons e.g. PPA/leadership time cover. With this, you could be expected to plan, resource, deliver and assess/mark.**
- **HLTA only: cover classes when teacher is absent for sickness or planned absence cover e.g. CPD courses. You would be expected to deliver lessons and mark/assess learning.**
- **HLTA only: Liaise fully with parents if class teacher was absent**

Other professional requirements:

- have a working knowledge of professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- contribute to the life of the school through effective participation in meetings and management systems necessary
- participate in performance management arrangements.



- support extra-curricular activities.
- liaise effectively with other staff, parents and governors as necessary
- support the professional development of other colleagues by the sharing of good practice.
- in addition to carry out other duties as reasonably required by the Headteacher

Safeguarding

School staff are accountable for the way in which they exercise authority, manage risk, use resources and protect students from discrimination and avoidable harm. All staff, whether paid or voluntary, have a duty to keep young people safe and to protect them from physical harm. When an individual accepts a role that involves working with children and young people they need to understand and acknowledge that the responsibilities and trust are inherent in that role.

- The jobholder is expected to observe their obligations in accordance with the School's Child Protection policy and procedures, and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person.
- ***The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

Rehabilitation of Offenders Act 1974

This job is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant convictions cautions and reprimands being considered. Any convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the Headteacher by the jobholder. Failure to do so, or the obtaining by the jobholder of a relevant conviction caution or reprimand, may be managed in accordance with Trust Disciplinary Procedures.

Health and Safety

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the school Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed.

Confidentiality and Data Protection

The jobholder is expected to comply with the provisions of the Data Protection Act 1998. Any information they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any



person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in school policy.

Equality and Diversity

Rugby Free Primary School is committed to equality and values diversity. As such the school is committed to fulfilling its Equality Duty obligations, and expects all staff and volunteers to share this commitment. The Duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they come into contact with, with dignity and respect, and are entitled to expect this in return.

Training and Development

Rugby Free Primary School has a shared responsibility with the jobholder for identifying and satisfying training and development needs. We expect active contribution to one's own continuous professional development, and the job holder to attend and participate in any training or development activities required to assist them in undertaking their role, meeting their safeguarding and general obligations.

This job description reflects the major tasks to be carried out by the jobholder and identifies the level of responsibility at which the jobholder will be required to work. This job description may subject to review and/ or amendment at any time to reflect the requirements of the job. Any amendments will be made in consultation with any existing jobholder, and will be commensurate with the grade for the job. The jobholder is expected to comply with any reasonable management requests.



Person Specification: Higher Level Teaching Assistant/Teaching and Learning Assistant
Accountable to: Headteacher

HLTA only specification is in bold. HLTA candidates have to meet the requirements of a TA too.

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualification and Training	<p>Good Numeracy/Literacy skills including GCSE level Maths and English grades – A – C or Grade 5 and above or the equivalent.</p> <p>HLTA only:</p> <ul style="list-style-type: none"> HLTA qualification Level 3 TA or a Degree and significant experience (3 years +) as a TA and the desire to complete the HLTA qualification. QTS 	<p>NVQ2 or equivalent (TA only)</p> <p>Evidence of qualifications in teaching and learning support/child development</p> <p>Training in specific areas e.g. SEND - ASD</p>
Experience	<p>Evidence of having worked with children aged 3 – 11.</p> <p>Experience of planning and delivering lessons to large groups of pupils (HLTA)</p>	<p>Experience of working with children with SEND</p> <p>Evidence of having worked in more than one key stage in primary education (HLTA only)</p> <p>Experience of teaching a whole class of pupils on occasion (HLTA)</p>
Qualities, Skills, Knowledge and Abilities.	<p>A positive interest in working with children</p> <p>Ability to relate well to children and adults</p> <p>Adaptability and Flexibility in response to a changes which have to be made quickly</p> <p>Able to work on own and as part of a team</p> <p>Ability to build good working relationships with a range of colleagues</p> <p>A clear communicator</p> <p>Ability to work calmly and with patience</p> <p>Ability and keenness to work across the primary age range.</p> <p>Basic working knowledge of how to use a computer</p>	<p>Knowledge of phonics or ability to learn.</p> <p>General understanding of National Curriculum, the foundation stage and other basic learning programmes</p> <p>Knowledge of relevant policies/codes of practice and awareness of legislation.</p>



	A good working knowledge of ICT/Computing which can be used to support teaching (HLTA only)	
Health	A good attendance and punctuality record Evidence of the stamina required to cope with the demands of the post	
References	Supportive	

All employees of Rugby Free Primary School are required to comply with the Equal Opportunities Policy when undertaking the duties of their job and to promote the policies, aims and vision of the school positively.

