



## The Holy Trinity Church of England Secondary School

### Job Description

<b>Role:</b>	Higher Level Teaching Assistant (HLTA)
<b>Salary:</b>	West Sussex Grade 8 + Crawley Allowance
<b>Hours:</b>	Term Time Only (TTO) + INSETS 37 hours per week over 5 days
<b>Contract Type:</b>	Permanent
<b>Position Level:</b>	SCHG29f

All duties will be expected to be carried out according to agreed School Policies and Procedures. Due regard will be given to appropriate confidentiality concerning school matters, at all times.

<b>Reporting to:</b>	SENDCo
<b>Purpose:</b>	Extend the Leadership of the Headteacher. Create the <b>opportunity</b> and <b>capacity</b> for all members of the school community to learn. Embody the Christian ethos and underpinning elements of the school.
<b>General:</b>	Collaborating with teachers in planning and delivering programmes of teaching and learning activities for classes. Supervision and management of the work and development of other LSAs, including appraisal processes.
<b>Key Duties:</b>	<p>The HLTA role will be responsible for teaching (including planning and preparation) for specific groups of students. The HLTA will be responsible for the academic progress of those students within their designated specialism and hold the HLTA qualification.</p> <ol style="list-style-type: none"><li>1. Plan, prepare and deliver assigned programmes of teaching and learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the direction and supervision of the teacher</li><li>2. Assess, record and report on development, progress and attainment</li><li>3. Liaise with staff and other relevant professionals and provide information about pupils as appropriate</li><li>4. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision</li><li>5. Assess the needs of pupils and use detailed knowledge and specialist skills to support students' learning</li><li>6. Support students in social and emotional well-being, reporting problems to the teacher as appropriate</li><li>7. Develop and implement Student Support Guides, including attendance at and contribution to reviews.</li><li>8. Contribute to meetings with parents/carers to provide constructive feedback on student progress/attainment</li><li>9. Offer support in maintaining suitable levels of behaviour under the guidance of the teacher</li><li>10. Liaise with external agencies</li></ol>

	<p>11. Invigilate exams and tests</p> <p>12. To attend in-service training and meetings</p> <p>13. To be aware of school procedures.</p> <p>In addition to the above the HLTA will undertake at least one of the following</p> <ul style="list-style-type: none"> <li>• Provide specialist support to students in a particular area of the curriculum</li> <li>• Take responsibility for ensuring that suitable exam access arrangements are in place</li> <li>• Make arrangements for all new entrants to be screened using CATS, reading and spelling tests</li> <li>• Contribute to transition arrangements for students with special educational needs or disabilities</li> <li>• Run specialist groups for students with social communication or anger management problems</li> <li>• To work with the department administrator to ensure that all reviews are organized and run smoothly.</li> </ul>
<b>Generic Duties:</b>	<p>To deputise in the absence of other staff.</p> <p>Undertake duties involving student contact, as requested.</p>
<b>CPD:</b>	<p>To follow a mutually agreed programme of continuing professional development.</p>
<b>Additional Information:</b>	<p>For inset training you will be aligned with the Learning Support department.</p> <p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description in a reflection of the changing needs and circumstances as the school develops and grows.</p>

Signed: ..... (Post Holder) Date: .....

Signed: ..... (Line Manager) Date: .....

The particular duties assigned to this post are set out above but should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. These duties may be reviewed and amended in consultation with the post holder in light of any changes in the requirements and priorities within the school. Such variations are a common occurrence and cannot of themselves justify a re-grading of the post.

## **Appendix 1**

### **Higher Level Teaching Assistant (HLTA) Standards**

Those awarded HLTA status must demonstrate, through their practice, that they:

#### **Professional attributes**

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

#### **Professional knowledge and understanding**

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English / literacy and mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

#### **Professional skills**

17. Planning and expectations
18. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
19. Use their area(s) of expertise to plan their role in learning activities
20. Devise clearly structured activities that interest and motivate learners and advance their learning
21. Plan how they will support the inclusion of the children and young people in the learning activities
22. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities
23. Monitoring and assessment
24. Monitor learners' responses to activities and modify the approach accordingly
25. Monitor learners' progress to provide focused support and feedback
26. Support the evaluation of learners' progress using a range of assessment techniques
27. Contribute to maintaining and analysing records of learners' progress

### **Teaching and learning activities**

28. Use effective strategies to promote positive behaviour
29. Recognise and respond appropriately to situations that challenge equality of opportunity
30. Use their ICT skills to advance learning
31. Advance learning when working with individuals
32. Advance learning when working with small groups
33. Advance learning when working with whole classes without the presence of the assigned teacher
34. Organise and manage learning activities in ways which keep learners safe
35. Direct the work, where relevant, of other adults in supporting learning.

**Person Specification – Higher Level Teaching Assistant (HLTA)**

	Essential (E) or Desirable (D)	Evidenced by:
Willing and able to obtain Enhanced DBS clearance	E	Application / DBS check
Evidence of Right to Work in UK	E	Application and paperwork at interview
Educated to at least Level 2 (GCSE A*- C or equivalent) in English and Maths	E	Application and Certificates
HLTA Status	E	Application and Certificates
HLTA status gained in a secondary school setting	D	Application and Certificates
Other relevant qualifications (e.g. Foundation Degree in Education)	D	Application and Certificates
National Vocational Qualifications in Supporting Teaching and Learning	D	Application and Certificates
Evidence of recent and regular professional development	D	Application
Experience of working in a secondary school setting (classroom-based role) for a minimum of 12 months	E	Application and Interview
Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)	E	Application and Interview
Experience of working with children who have specific special / EAL needs	E	Application and Interview
Experience of working with secondary age students experiencing disaffection	E	Application and Interview
Drawing up or contributing to Pupil Support Guides	E	Application and Interview
Experience of close liaison with parents/carers	E	Application and Interview
Collaborative working with a team	E	Application and Interview
Experience leading and managing other support staff	D	Application and Interview
Knowledge and understanding of the HLTA standards	E	Application and Interview
Knowledge and understanding of relevant policies, codes of practice and legislation including safeguarding	E	Application and Interview
Knowledge and understanding of requirements of SEND legislation	E	Application and Interview
Knowledge of multi-agency working Knowledge of the impact of disaffection upon pupil learning. Knowledge of a range of classroom behaviour management strategies	E	Application and Interview
Knowledge of inclusion issues	E	Application and Interview
Knowledge of the impact of disaffection upon pupil learning	E	Application and Interview
Knowledge of a range of classroom behaviour management strategies	E	Application and Interview

Knowledge of how ICT can promote, support and enhance teaching and learning	E	Application and Interview
Plan effective activities for students at risk of underachieving	E	Application and interview
Able to develop their knowledge through the evaluation of their own learning needs	E	Application and Interview
Ability to work independently	E	Application and Interview
Ability to organise, lead and motivate a team, and work well as part of it	E	Application and Interview
Calm under pressure and able to prioritise and adapt to change quickly	E	Application and Interview
High standard of interpersonal, and oral / written communication skills	E	Application and Interview
Good administrative skills	E	Application and Interview
Use coaching and mentoring skills with adults and pupils	D	Application and Interview
Demonstrate leadership and line management skills	D	Application and Interview
Good ICT skills for learning and administrative purposes	D	Application and Interview
A creative and imaginative approach to teaching	E	Application and Interview
An enthusiastic approach to working with students	E	Application and Interview
Good personal organisation	E	Application and Interview
Personal impact and presence	E	Application and Interview
Ability to work flexibly and respond to developing needs	E	Application and Interview
Reliability and integrity	E	Application and Interview
Resilience	E	Application and Interview
Understanding of safeguarding requirements and how to promote the welfare of children	E	Application, Interview and References
Ability to work with and organise a team of professional colleagues	E	Application and Interview
Ability to relate well to students with special educational needs	E	Application, Interview and References
Ability to liaise effectively with other professionals in and out of school and with parents / carers	E	Interview
Knowledge of and experience of the classroom environment ICT, organisational, time management and administrative skills	E	Interview and References
Excellent oral and written communication skills	E	Application and Interview
Flexible attitude to work	E	Application, Interview and References
Ability to deal well with challenging behaviour	E	Application and Interview
Ability to plan work for groups and individuals and to assess students' progress	E	Application and Interview
Willingness and ability to continue learning	E	Interview and References

Diplomatic, discerning and able to deal with confidential information	E	Application and Interview
Willing to undertake relevant Safeguarding training and abide by school policy	E	Application and Interview
Representative of the school's ethos and core values	E	Application and Interview