

**Higher Level Teaching Assistant**

**(HLTA)**

**Laughton Junior and Infant School**

**Job Description**

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| **Post:** | Higher Level Teaching Assistant (HLTA) |
| **Hours:** | 30 |
| **Responsible to:** | Headteacher / JMAT / Local Governing Board |
| **School:** | Laughton Junior and Infant School |
| **Scale:** | Band G |
| **Liaising with:** | Headteacher, Leadership Team, Trust Directors, Local Governing Body members, Staff, Pupils, Parents/Carers, External Agencies/Professionals |
| **General Duties** |  |
|  | * Be aware of and comply with all relevant school policies, including those relating to safeguarding, health and safety and data protection. * Contribute to the ethos, values and aims of the school, promoting inclusion for all. * Participate in training and other professional development as required. * Demonstrate and promote commitment to equal opportunities. * Have high expectations for children and a commitment to helping them fulfil their potential. |
|  | **Supporting Children and Families** |
| * Provide support to children in specialist areas of learning as required. * Deliver pastoral support to children and families as required. * Communicate effectively and sensitively with children and families. * Implement individual support for children based on their needs and circumstances, e.g. deliver support in line with a child’s EHC plan. * Recognise the contribution that parents and carers can make to the development of wellbeing. |
| **Supporting Teaching** |
| * Work independently and collaboratively with teaching staff in the planning and preparation of resources and delivery of the curriculum. * Provide teaching cover as and when required. * Plan, prepare and deliver learning to individual children, small groups and classes as required. * Modify teaching and adapt activities to suit individual needs of all children. * Assess, record and report on the progress of the children and use this information to extend their learning. * Be proactive in supporting and managing behaviour in line with the policies of the school. * Provide relevant administrative support to teaching staff. * Determine the need for specialist equipment and resources to support learning. * Advise, demonstrate and assist in the safe and effective use of specialist equipment and resources. * Know how to support children in accessing the curriculum in accordance with the SEND code of practice and equalities legislation. * Identify ways to improve performance of all children. |
| **Supporting the School** |
| * Undertake line management responsibilities of other TAs where appropriate. * Maintain good working relationships with other staff members and key stakeholders, including parents / carers and external agencies. * Share expertise and skills with other members of staff. * Work with their line manager on timetable arrangements. * Participate in meetings as required. * Participate in professional development and training to enable the very best support for the children. * Be knowledgeable of the school policies and procedures and following these at all times. e.g Child Protection and Safeguarding, Data Protection, Health and Safety. * Undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the headteacher. |

The post holder’s duties must be carried out in compliance with the school’s Safeguarding Policies, Equality Policies, Information Security Policies, Financial Regulations, Health & Safety at Work Act and all other school policies.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other reasonably determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of particular responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

**The post holder must always comply with the school’s code of conduct.**



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**Person Specification**

James Montgomery Academy Trust is dedicated to appointing the best possible candidates.

The successful candidate for this position will make the education and welfare of children their first concern and will be accountable for achieving the highest possible standards in work and conduct.

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| **EDUCATION AND QUALIFICATIONS** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| HLTA status. | ü |  | A |
| Meet the [HLTA Standards](https://www.hlta.org.uk/node/104). | ü |  | A |
| Evidence of continuous professional development. | ü |  | A, I |
| First aid training. |  | ü | A |

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| **SKILLS AND EXPERIENCE** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Demonstrable levels of maths and English | ü |  | A |
| Experience of working in a school setting. | ü |  | A, I |
| Experience of working with pupils with SEND. | ü |  | A, I |
| Experience of teaching individuals, groups and whole classes. | ü |  | A, I |
| Effective verbal and written communication skills. | ü |  | A, I, R |
| Good organisational and time management skills. | ü |  | A, I, R |
| Good levels of competency in using ICT. | ü |  | A |
| Experience of leading and managing other support staff. |  | ü | A, I, R |
| Experience in a specialist area. |  | ü | A, I |
| Experience in multi-agency working. |  | ü | A, I |

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| **KNOWLEDGE AND UNDERSTANDING** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Understand the key factors that affect children’s learning and progress. | ü |  | A, I, R |
| Knowledge of and ability to successfully meet the HLTA standards. | ü |  | A, I |
| Knowledge of relevant school policies including safeguarding. | ü |  | A, I |
| Knowledge of the National Curriculum and EYFS Framework and phonics. | ü |  | A, I |
| Knowledge of the SEND Code of Practice |  | ü | A, I |

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| **PERSONAL ATTRIBUTES** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Able to build successful working relationships, promoting positive behaviour. | ü |  | A, I, R |
| A reliable and flexible approach to work. | ü |  | A, I |
| Able to work independently and as part of a team, also able to use own initiative. | ü |  | A, I |
| Empathetic with those facing barriers to their learning, showing a caring and sensitive disposition. | ü |  | A, I |
| A commitment to safeguarding and promoting the welfare of children and young people. | ü |  | A, I, R |
| Demonstrably professional, honest and loyal. | ü |  | A, R |
| Commitment to children and their learning, wellbeing and safety. | ü |  | A, I |
| Committed to equality in line with the Equality Act 2010. | ü |  | A, I |
| A positive and engaging personality with the ability to motivate and encourage others. | ü |  | I, R |

**Additional Essential Criteria**

* Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
* Fully supportive references.
* Full enhanced DBS clearance.