



Job Title:	Higher Level Teaching Assistant (HLTA)
Location:	Any Lighthouse Schools Partnership location
Salary Range:	JG5, Scp 12 - 19
Reports To:	Headteacher/Teacher

Job Purpose
In collaboration with class teachers and other support staff, the post holder supports, plans, prepares and delivers elements of learning to students on a one to one, small group or class basis.

Main Responsibilities and Duties
1. Work with classroom teachers to support the learning and assessment of individual pupils or groups as required, (through a range of activities using specific area/s of expertise expected at an HLTA level), and in collaboration with other support workers such as Learning Mentors, TAs, LSAs etc. Contribute to the planning, monitoring and assessment cycle for pupils, providing systematic assessment feedback to teachers, keeping records and liaising over the writing of IEPs and PSPs as part of the professional team. 2. Support teachers in raising attainment in targeted lessons or subjects by assisting with planning and preparing of lesson materials and learning objectives, under the direction of a member of the teaching staff, for individual pupils, small groups or a whole class. 3. Support teachers in raising attainment in timetabled (PPA) or targeted lessons by leading on delivery of whole lessons or elements of a lesson, for individuals, small groups or for a whole class under the general direction of the teacher. 4. Support special projects and develop a specialist area of expertise within the school in support of learning and curriculum development and PPA time, as directed by the Headteacher. 5. Provide continuity by leading the learning for classes in the event of a planned or unplanned short term absence of a teacher where the post holder has been involved in the planning and preparation of the lessons under the supervision of the teacher. Such an arrangement will be reviewed by the Headteacher within timescales detailed in national guidance or in any event within two days to ensure the best interests of the pupils are being met. 6. Support the learning of a class in the unplanned short term absence of a teacher in a year group or subject area where the post holder doesn't normally work, using the teacher's schemes of work and resources. This arrangement will be on ad hoc and monitored closely by the Headteacher to ensure the best interests of the pupils are being met. 7. Provide classroom supervision to maintain order in the unavoidable short term absence of a teacher. 8. Under the general direction of the Headteacher, contribute to developing and delivering pastoral support to pupils (including personal care) through a range of appropriate strategies to reduce barriers to learning and improve accessibility to the curriculum for all. 9. Under the general direction of the Headteacher, contribute to the development, deployment and evaluation of the effectiveness of support staff services in school and contribute to the development of whole school policies for the deployment of support staff in the school.

Generic Items

- To be aware of and understand the school's Equality and Diversity Policy and the council's Race Equality Scheme and ensure at all times that the duties of the post are carried out in accordance with the policies.
 - To ensure compliance with all Health and Safety legislation and associated codes of practice and authority policies.
 - Review and develop own professional practice, maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development.
- Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.

Supervision and Management

Liaises with teaching and support staff and contributes to strategies to help raise student attainment.

Under the supervision of teachers, joint short to medium term planning in collaboration with support and teaching staff, responsible for preparation and delivery of differentiated resources in order to meet the needs of individual or groups of pupils.

Problem Solving and Creativity

Dimensions

Delivering programmes of support and study to pupils with a variety of needs in different groupings. Works closely with all colleagues and identified pupils within the team and school environment.

Key Contacts and Relationships

All members of teaching and support staff. Parents and carers and some external agencies and identified pupils in dealing with the motivation of pupils showing sensitivity and diplomacy and professionalism. Able to confidently demonstrate good practice for colleagues and maintain the balance between teaching and support staff expectations.

Decision Making

Uses initiative to support pupils and colleagues in classroom context and beyond. The post holder is expected to operate independently within the agreed framework of whole school policies. Professional judgment is applied in relation to pupil support. School policies and referral procedures must be followed, particularly re child protection.

Resources

Working Environment

Classroom

Special Notes or Conditions

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out.

Much of the work undertaken within the school is of a highly confidential nature. The post holder must at all times maintain confidentiality and should be aware that, given the nature of the services provided by the school they may on occasions be exposed to information that they may find upsetting.

Name	
Signature	
Date	



PERSON SPECIFICATION

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KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	• Maths and English GCSE grade A* - C or Numeracy and Literacy Level 2 on the NQF or equivalent. • NVQ/VRQ Level 3 Teaching Assistant Qualification or equivalent (supporting teaching & learning) • HLTA status • Considerable experience working as a Teaching Assistant at level 3 in a school including large groups and on occasion whole classes.	• TA Foundation Degree • Working with pupils of school age within other appropriate contexts
Skills and Abilities	• Competent ICT skills • Excellent and effective communication skills • Able to play and help young children with activities • Ability to record children's progress	• Ability to work on own initiative
Work-related Personal Requirements	• Reliability, motivation and resilience • Ability to work as part of a team • Good interpersonal skills with both adults and children • Good organization skills	• Attendance at events beyond school hours, by agreement