



New Christ Church CE Primary School

Title and Grade of Post	Higher Level Teaching Assistant
Job purpose	<p>The HLTA will:</p> <ul style="list-style-type: none"> • Work with class teachers to raise the learning and attainment of pupils • Provide cover for a class in the absence of class teachers • Promote pupils' independence, self-esteem and social inclusion • Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
Responsible to	<p>The post holder is responsible to:</p> <ul style="list-style-type: none"> • The Head Teacher • The Team Leader.
Duties and responsibilities specific to the post	<p>The Practitioner will:</p> <p>Teaching and learning</p> <ul style="list-style-type: none"> • To cover and lead class teaching (under teacher guidance) • Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support (in line with teacher planning) increased achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) • Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities • Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning • Provide feedback to pupils in relation to progress and achievement • Use effective behaviour management strategies consistently in line with the school's policy and procedures • Establish constructive relationships with pupils, acting as a role model and interact with them according to individual needs • Set challenging and demanding expectations and promote self-esteem and independence • Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment • To follow all behaviour plans for specific children, modelling the behaviour we expect to see • Create and maintain a purposeful, orderly, safe and supportive environment, in accordance with lesson plans and assist with the display of pupils' work • Observe pupil performance and pass observations on to the class teacher • Administer routine tests and invigilate exams and undertake routine marking of pupils' work • Use ICT skills to advance pupils' learning • Undertake any other relevant duties given by the class teacher • Direct the work, where relevant, of other adults in supporting learning <p>Planning</p> <ul style="list-style-type: none"> • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress of learning activities • Prepare the classroom for lessons • Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities • Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning • Plan how they will support the inclusion of pupils in the learning activities <p>Working with staff, parents/carers and relevant professionals</p> <ul style="list-style-type: none"> • Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher • Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can

	<p>take place on intervention and provision</p> <ul style="list-style-type: none"> • Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers • With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with • Collaborate and work with colleagues and other relevant professionals within and beyond the school • Develop effective professional relationships with colleagues • Contribute positively to the overall ethos / works / aims of the school • Attend and participate in relevant meetings as required • Participate in training and other learning activities and performance development as required • To do a break duty (usually 2x/week) • Accompany teaching staff and pupils on visits, trips and out of school activities as required <p>Health and safety</p> <ul style="list-style-type: none"> • Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy • Comply with and assist with the development of policies and procedures relating to child protection, behaviour, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person • Look after children who are upset or have had accidents <p>Professional development</p> <ul style="list-style-type: none"> • Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness • Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school • Take part in the school's appraisal procedures <p>Other areas of responsibility</p> <p>Safeguarding</p> <ul style="list-style-type: none"> • Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies • Promote the safeguarding of all pupils in the school
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The HLTA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

HLTA Person Specification

Area	Requirements
Qualifications and training	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards or equivalent qualification or experience • Excellent numeracy/literacy skills – equivalent to NVQ Level 4 in English and Maths • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths • First-aid training, or willingness to complete it
Experience	<ul style="list-style-type: none"> • Experience working with children of relevant age in a learning environment • Experience working in a school environment or other educational setting • Experience working with children / young people • Experience planning and delivering learning activities • Experience of planning and leading teaching and learning activities (under

	supervision)
Personal Qualities	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people • Flexibility to change what you are doing with little notice
Skill & Knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Good understanding of child development and learning processes • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Full working knowledge of relevant policies/codes of practice/legislation • Understanding of statutory frameworks relating to teaching • Ability to organise, lead and motivate a team • Constantly improve own practice/knowledge through self-evaluation and learning from others • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
School specific needs	<ul style="list-style-type: none"> • Commitment to the school's vision, values and aims • Commitment to a diverse community • Commitment to inclusion and raising standards for children • Commitment to children's entitlement to a rich education • Willingness to encourage parental involvement in school life and in the education of their children.