

# Job Description

**Post Title:** Higher Level Teaching Assistant

**Job Ref No:**

**Responsible to:** Headteacher

**Responsible for:** n/a

## **Purpose of Job**

Working under the direction and within an agreed system of supervision from a qualified teacher. To complement the teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To undertake specified timetabled teaching duties as agreed with the Headteacher. To work collaboratively with the teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers, including PPA.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare and to support the inclusion of pupils in all aspects of school life.

To Understand and implement all Safeguarding policies and procedure in relation to working with children and young people.

## **Accountabilities**

### **Planning**

- Contribute to the planning and lesson preparation with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- 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
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

### **Teaching and Learning**

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting techniques and learning activities.

- Support the teaching of literacy and numeracy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- In accordance with arrangements made by the Headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with a different first language.
- Support the role of parents in pupils' learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

#### Monitoring and Assessment

- With teachers, evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside of school hours.

#### Mentoring, Supervision and Development

- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

#### Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

- Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise pupils in the playground and plan and organise play time activities.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.
- Develop effective professional relationships with colleagues
- Comply with all school policies relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Confidentiality and data protection (GDPR).

#### Professional Development

- 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

#### Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The HLTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

#### Safeguarding

- 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

#### Additional Requirements

This job description outlines the main duties of the post but does not exclude other duties, which may be undertaken to ensure the efficient operation of the school. Other duties required will be consistent with those listed above and appropriate to the title and grade of the post.

**Last review date:** June 2024

**Next review date:** June 2025

**Headteacher/line manager's signature:**

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**Date:**

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**Postholder's signature:**

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**Date:**

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## Person Specification

	Essential	Desirable
<b>Educational achievements, qualifications and training</b>	<ul style="list-style-type: none"> <li>◆ HLTA status</li> <li>◆ Minimum 'C' grade/Grade 4 in Maths and English at GCSE or equivalent.</li> <li>◆ Specialist skills/training in curriculum or learning (for example – sign language, bi-lingual, dyslexia)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Specialist skills/training in curriculum or learning (for example – sign language, bi-lingual, dyslexia)</li> </ul>
<b>Job related knowledge, aptitude and skills</b>	<ul style="list-style-type: none"> <li>◆ Experience of planning and leading teaching and learning activities (under supervision) Understanding of effective teaching methods</li> <li>◆ Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>◆ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>◆ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> <li>◆ Appropriate IT and keyboard skills to effectively use ICS to support learning</li> <li>◆ Appropriate level of data protection, security and confidentiality awareness</li> </ul>	<ul style="list-style-type: none"> <li>◆ Evidence of mentoring skills at a level relevant to the role</li> </ul>

<b>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>◆ Understanding of corporate equalities standards and diversity issues and impact in immediate work area</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>◆ Enjoyment of working with children</li> <li>◆ Sensitivity and understanding, to help build good relationships with pupils</li> <li>◆ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>◆ Commitment to maintaining confidentiality at all times</li> <li>◆ Commitment to safeguarding pupil's wellbeing and equality</li> </ul> <p>The ability to:</p> <ul style="list-style-type: none"> <li>◆ Establish good working relationships with pupils and other adults.</li> <li>◆ Act as a role model to others in school.</li> <li>◆ Provide detailed and regular feedback to teachers and pupils on achievements and progress.</li> <li>◆ Be flexible</li> </ul>	<ul style="list-style-type: none"> <li>◆ Ability to organise, lead and motivate a team</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>◆ Must be able to meet the physical demands of the role.</li> </ul>	

***PDET is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***