



JOB PROFILE			
Job Title:	Higher Level Teaching Assistant (HLTA)	School/Department:	Oatlands Junior School
Salary Grade:	Band 7	Working Hours:	37 hours
Contract Type:	Permanent, Term Time + Training days (39 weeks)	Location:	Harrogate
Responsible to: Headteacher & Senior Leadership Team			
<p>Role summary:</p> <p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To advance students' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. This may involve planning, preparing and delivering learning activities, as well as monitoring students, assessing, marking, recording and reporting on students' achievement, progress and development. Responsible for the management and development of particular responsibilities within the school</p> <p>Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.</p>			
<p>Special conditions of service:</p> <p>No smoking policy, including e-cigarettes.</p>			
<p>Role specific responsibilities:</p> <ul style="list-style-type: none"> • Within an agreed system of supervision plan and deliver teaching activities using appropriate learning objectives. To monitor, evaluate and adjust lessons/work plans as appropriate, according to student responses/needs. • Provide objective accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence. • Organise and manage appropriate learning environment and resources. • To work with the teacher to establish an appropriate learning environment. Support the learning process for pupils including directing other appropriate staff e.g. teaching assistants, students and volunteers who may be working in class with you. • Challenge and motivate students, promote and reinforce self-esteem. • Use ICT to advance students' learning, use common ICT tools for own and students' learning. • Work with the School's agreed discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence. • Take an appropriate role in the development and implementation of appropriate behaviour management strategies. 			



- As required assist with administrative support e.g. dealing with correspondence, compilation/analysis, reporting on attendance, making phone calls etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Communicate effectively and establish constructive relationships with all children, parents, families, carers, external agencies and other professionals. Understand that communication is a two way process.
- Participate in the marking of students' work and accurately record achievement/ progress.
- Provide advice and guidance as required and appropriate.
- Observe a child's behaviour, understand its context and notice any unexpected changes – to ensure continued delivery of the highest quality teaching, safeguarding and welfare practices. Using observations to assist the teacher in planning teaching and learning.
- Participate in training, learning activities and performance development as required.
- Participate in the recruitment/induction/appraisal/training/mentoring of other support staff working across the school.
- Assisting with play activities and occasional lunch time supervision.
- To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection - reporting concerns to an appropriate or designated person.
- Providing, with appropriate guidance and supervision limits, educational, emotional and physical support to pupils.
- To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- To establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Support all children, including those with disabilities or special educational needs through the provision of care and encouragement to the pupil at all times.
- Where appropriate, to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents, where requested.
- Support school staff with the preparation of materials, resources, displays including undertaking clerical duties.
- Participate in relevant training as appropriate, including attendance at staff meetings, training days and other development opportunities.
- To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Headteacher.
- To undertake supervision of pupils sitting internal and external examinations, as required, ensuring all examinations comply with current Exam Board Regulations.
- Participate in the schools' performance management scheme.
- Willingness to be involved in extra-curricular activities such as making a contribution to organised school events and visits.
- To take on a responsibility area in school – to be confirmed.

RK People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.



Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



Our Trust Values



Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals



We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Ability to work flexibly and collaboratively as part of a team as well as on own.	*	
Have an enthusiasm for and an active interest in children's learning and play.	*	
Appropriate experience working with children in an education setting.		*
Experience of working with children and young people with a wide range of Special Educational Needs.		*
Experience of delivering evidenced based interventions and accelerated learning.	*	
Experience / knowledge in general subject matters such as the national curriculum subjects.	*	
An understanding of the strategies that can be used to reduce the barriers to learning.	*	
Proven track record of successfully working with children/young people in a work/voluntary setting.	*	
Know how to obtain support and report concerns as required.	*	
Be willing to work across the whole primary age range.	*	
Ability to adopt confidentiality, discretion and judgement, communicating effectively with staff, students and parents.	*	



Qualifications, Knowledge and Experience	Essential	Desirable
HLTA status	*	
Experience of delivering evidenced based interventions and accelerated learning	*	
GCSE grade C or equivalent in English and Mathematics	*	
Appropriate first aid training		*
Good knowledge of a child's development and learning processes, understanding that all children have differing needs and knowledge of how to apply inclusive practice.	*	
Demonstrable IT skills and ability to use them as part of supporting the school and children's learning process.	*	
Excellent interpersonal and communication skills	*	
Ability to relate well to, and work positively and effectively with, children and young people.	*	
Work constructively as part of a team, understanding roles and responsibilities and own position within these.	*	
Ability to manage pupil behaviour in a supportive and effective manner.	*	
Understanding of individual children and young peoples' needs.	*	
Working knowledge of relevant policies, codes of practice and legislation.		*
Knowledge of behaviour management techniques & child protection / health and safety policies & legislation.	*	
Ability to problem solve.		*
Awareness of health and hygiene issues.	*	
Working knowledge of national curriculum and other relevant learning programmes/strategies	*	
Good written and verbal communication	*	
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	
Understand the need for confidentiality and how this relates to a school setting.	*	
Recognise when a child/young person is/may be in danger/risk of harm and take action to protect them	*	

