

Higher Level Teaching Assistant Job Description and Person Specification

Post title:	Higher Level Teaching Assistant
School:	Oulton Primary School
Pay range:	SO1, point 23-25
Line manager:	Deputy Head Teacher
Supervisory responsibilities:	Teaching Assistants

Job Description

Core purpose

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

Oulton Primary School fully committed to safeguarding children and promoting their welfare and expects all staff to share in this commitment. All posts are subject to an Enhanced DBS with Barred List check.

This Job Description is furnished to assist staff joining Oulton Primary School to understand and appreciate the work content of their post and the role they are to play in the organisation.

Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. This job description is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.

Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform, and these will be taken into account when the post is reviewed.

Oulton Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment and access to the School's Services.

Oulton Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Duties and Responsibilities

Support for Students

Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.

Establish productive working relationships with students, acting as a role model and setting high expectations.

Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.

Promote the inclusion and acceptance of all students within the classroom.

Encourage students to interact and work co-operatively with others and engage all students in activities.

Promote independence and employ strategies to recognise and reward achievement of self-reliance.

Provide feedback to students in relation to progress and achievement.

Develop and implement SEND support plans under the guidance of the school SENCo.

Support students consistently whilst recognising and responding to their individual needs.

Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.

Support for the Teacher

Organise and manage appropriate learning environment and resources.

Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.

Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.

Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.

Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.

Production of lesson plans, worksheet, plans etc.

Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.

Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.

Administer and assess/mark tests and invigilate exams/tests as required.

Support for Curriculum

Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.

Deliver local and national learning/interventions and make effective use of opportunities provided by other learning activities to support the development of students' skills.

Use ICT effectively to support learning activities and develop students' competence and independence in its use.

Advise on appropriate deployment and use of specialist aid/resources/equipment.

Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.

Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

Resources

Operate relevant equipment/ICT packages (e.g. MS Office, Internet, School Information Management Systems (SIMS), Email).

Determine the need for, prepare and maintain, general and specialist equipment and resources.

Use administration and teaching supplies resourcefully.

Provide advice and guidance to staff, students, parents/carers and others.

Maintain tidy and organised work spaces and storage areas.

Control and manage directed budgets.

Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students.

Wider Responsibilities

Be aware of and comply with policies and procedures relating to child protection /safeguarding, equality and diversity, health and safety, ICT, security, confidentiality and data protection, reporting all concerns to an appropriate senior person.

Comply and assist with the development of policies and procedures relating to area of responsibility as required.

Develop effective professional relationships with others.

Be aware of and support difference and ensure equal opportunities for all stakeholders accepting the principles underlying Oulton Primary School equal opportunities policies and practice.

Maintain the confidential nature of information relating to the Oulton Primary School, its students, parents and carers acting in accordance with the principles of the General Data Protection Act 2018 at all times.

Contribute to and support the overall life, work/aims and ethos of Oulton Primary School.

Attend and participate in relevant meetings as required.

Participate and engage in training and appraisal as required.

Undertake additional duties as reasonably requested by senior staff.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Oulton Primary School's organisation and may change either as your contract changes or as the organisation of Oulton Primary School is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Signature of post holder _____ Date / /

Signature of Oulton Primary School _____ Date / /

Person Specification
HLTA

	ESSENTIAL	DESIRABLE	How this will be identified
SKILLS AND EXPERIENCE	<ul style="list-style-type: none"> • Experience of teaching whole classes or large groups of children across the primary range • Able to motivate and inspire children and young people to achieve • Ability to supervise children effectively • Excellent organisational and time management skills • Familiar with ICT packages including Microsoft Office software • Ability to fulfil all spoken aspects of the role with confidence 	<ul style="list-style-type: none"> • Experience of working with students with individual educational needs • Ability to drive a minibus 	Application / Interview / References
QUALIFICATIONS	<ul style="list-style-type: none"> • 5 GCSEs or equivalent (A-C) including English and Maths • Qualifications equivalent to NQF Level 3 • HLTA Status or equivalent which demonstrates/includes HLTA standards 	<ul style="list-style-type: none"> • Health and safety qualification, e.g, First Aid 	Interview / Documents
TRAINING	<ul style="list-style-type: none"> • Training in relevant learning strategies e.g. literacy. • Evidence of self-development • Willing to undertake training as required and assist in training colleagues 	<ul style="list-style-type: none"> • Evidence of training of a particular learning difficulty 	Application / Interview / Documents

SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of National Curriculum • Knowledge of education and policies and procedures relating to working in a school • Understanding of principals of child development and learning processes • Knowledge of health and safety issues 	<ul style="list-style-type: none"> • Multi-agency working 	Application / Interview / References
PERSONAL CIRCUMSTANCES	<ul style="list-style-type: none"> • Eligible to work in the U.K. • No contra-indications in personal background/criminal record indicating unsuitability to work with children/young people 		Interview / References Documents
DISPOSITION/ATTITUDE	<ul style="list-style-type: none"> • Understanding and commitment to Inclusion • Ability to remain calm under pressure and meet deadlines • Ability to use initiative in varying demands of the role • Ability to communicate effectively at all levels • Flexible and positive approach to change • Willing to work as part of a team • Professional and self-motivated • Ability to maintain a high level of confidentiality and discretion at all times. 		Interview / References
PRACTICAL/INTELLECTUAL SKILLS	<ul style="list-style-type: none"> • Ability to plan effective activities for students • Creative 	<ul style="list-style-type: none"> • Able to contribute to the wider school community and activities 	Application / Interview / References

PHYSICAL/SENSORY	<ul style="list-style-type: none"> • Must be able to perform all duties and responsibilities in work location with reasonable adjustments where appropriate. 		Interview
EQUALITY & SAFEGUARDING	<p>Candidates should indicate an acceptance of, and a commitment to,</p> <ul style="list-style-type: none"> • the principles of the school’s equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the community”. • safeguarding and promoting the welfare of children and young people 		Interview