



Our Lady of the Assumption Catholic Primary School



Higher Level Teaching Assistant

Job Details

Job title: Higher Level Teaching Assistant

Salary: Grade 4

Responsible for: Pupils within the school

Responsible to: Class teacher, Phase Leader and Headteacher

Date Reviewed: March 2022

Job Purpose

To work collaboratively with teaching staff using detailed knowledge and specialised skills and to take responsibility for teaching groups and whole classes.

Duties and Responsibilities

OUTLINE RESPONSIBILITIES AND TASKS

Under the direction and supervision of teaching/senior staff:

- Undertake appropriate planning and preparation of lessons for individuals, groups and whole classes.
- Deliver agreed lessons and learning experiences to individuals, groups and whole classes as required.
- Assess the development, progress and attainment of pupils and provide feedback to pupils, including marking.
- Report on the development, progress and attainment of pupils to the responsible teacher as appropriate.
- Use specialist skills and attributes to meet the physical, emotional and educational needs of individuals and groups of children including those pupils with special needs.
- Assist the teacher in the development and implementation of any Education and Health Plans, Special Need plans, Medical plans for individuals and groups of children.

JOB RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:

1. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans for individuals, groups of pupils or a whole class as appropriate.
2. Implement agreed learning activities and set appropriate targets in liaison with the teacher, to enable pupils to reach their goals and higher levels of attainment.
3. Monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievements against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters.
5. Establish productive working relationships with pupils providing feedback to them in relation to progress and attainment.
6. Maintain positive relationships with staff across the school.
7. Liaise effectively with parents/carers, contributing to meetings to discuss a specific child's achievement as appropriate.
8. Manage, prepare and maintain equipment and teaching resources for lessons and activities.
9. Undertake supervision and discipline of pupils within the procedures of the school.
10. Promote pupil independence in all areas of learning and employ strategies to recognise and reward achievement of self-reliance.
11. Ensure that pupils are able to safely use equipment and materials provided.
12. Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
13. Establish constructive relationships and communicate with other agencies /professionals, in liaison with the teacher, to support achievement and pupil progress.
14. Assist the teacher in monitoring and analysing records of pupils' progress.
15. Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of pupils which may include:
 - assistance with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing;
 - the changing of soiled clothing and its disposal in an appropriate way;
 - assisting with children's injuries and, where appropriately qualified, administering first aid;
 - The administration of medicines in line with the school's policy;
 - assist with the identification and monitoring of children's general health and welfare.

16. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
17. Support and contribute to the overall ethos/work/aims of the school.
18. Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
19. Assist with group/whole class activities within and away from the classroom/school, such as PE, swimming, educational visits.
20. Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
21. Attend and participate in relevant meetings as required.
22. Assist in the supervision, training and development of volunteer helpers, students or other staff in the classroom.
23. Be accountable for promoting and safeguarding the welfare of pupils responsible for, or who in contact with.
24. Any other duties and responsibilities within the range of the salary grade.

All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998)

Person Specification

Job Title: Higher Level Teaching Assistant Grade: 4	
Knowledge	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Working knowledge of national curriculum and other relevant learning programmes • To understand the principles of child development and learning processes and in particular, barriers to learning • Full understanding of the range of support services and providers
Skills and Abilities	<ul style="list-style-type: none"> • Ability to plan effective actions for pupils at risk of underachieving • Ability to self evaluate learning needs • Ability to use ICT effectively to support both teaching and learning • Ability to relate well to children and adults • Ability to work constructively as part of a team
Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age or with general/specific special needs
Educational	<ul style="list-style-type: none"> • Excellent Literacy and Numeracy skills equivalent to NVQ 2 in English and Maths • NVQ 3 for Teaching Assistants or equivalent qualification or experience • Training in relevant strategies e.g. Read, Write Inc., Power Maths • Meet Higher Level teaching Assistant standards (see below)

HLTA Standards

There are 33 Higher Level teaching Assistant standards

Professional Values and Practice

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. Demonstrate the commitment to collaborative and cooperative working with colleagues, and
7. Improve their own knowledge and practice including responding to advice and feedback

Professional knowledge and understanding

Those awarded HLTA must demonstrate, through their practice, that they:

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation, and
16. Know how other frameworks that support the development and well-being of children and young people, impact upon their practice.

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities, and
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques, and
25. Contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe, and
33. Direct the work, where relevant, of other adults in supporting learning.