

Job Description & Personal Specification

JOB DESCRIPTION

JOB TITLE	HIGHER LEVEL TEACHING ASSISTANT (HLTA)
EMPLOYER	UNIVERSITY OF BRIGHTON ACADEMIES TRUST
LOCATION (Academy)	ROBSACK WOOD PRIMARY ACADEMY
RESPONSIBLE TO	PRINCIPAL
GRADE	SINGLE STATUS GRADE 8 POINTS 20-22
MAIN PURPOSE OF THE JOB	To plan, deliver and assess whole class learning activities, covering class teachers as required. To undertake additional short term cover in the absence of the teacher as required.
MAIN TASKS / KEY RESPONSIBILITIES	
1	Plan and deliver teaching sessions to cover any teacher absence including PPA and sickness.
2	To support pupils' learning and to contribute effectively and with confidence to the classes in which you are involved.
3	To be familiar with the academy curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.
4	To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme.
5	To use ICT to advance pupils' learning, and use common ICT tools for personal and pupils' benefit.
6	To promote the acceptance and inclusion of the children with SEND, encouraging children to interact with each other in an appropriate and acceptable manner.
7	To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
8	To use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning.
9	To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
10	To work collaboratively with colleagues, knowing when to seek help and advice, contributing effectively to teachers' planning and preparation of lessons.
11	Promote positive values, attitudes, social skills and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
12	To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.

13	To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures and accompany teachers and pupils on educational visits and trips as required.
14	To support teachers in evaluating pupils' progress through a range of assessment activities and contribute to maintaining and analysing records of pupils' progress. To monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
15	Under the direction of the teacher, carry out observations of pupils to gather evidence and monitor progress of their knowledge, understanding and skills.
16	To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
17	Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
18	To adhere to the safeguarding policies, especially the Code of Conduct, retaining confidentiality regarding all matters, including those linked to home, pupils and members of staff.
19	To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
20	To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
21	To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
22	Support playground/break time and lunchtime supervision when required.
24	To participate in CPD activities as required.

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role; the job description will be revised through consultation with the post holder.

Date: March 2019

Additional Information

- All Support Staff posts within the Academy are subject to a six month probationary period
- This post is subject to an Enhanced Criminal Record Check
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

EDUCATION AND QUALIFICATIONS

- 1.1 Achievement of the Professional Standards for Higher Level teaching Assistants or able to Demonstrate equivalent experience
- 1.2 A qualification in English/literacy and mathematics/numeracy equivalent to at least Level 2 of the National Qualifications Framework

KNOWLEDGE AND EXPERIENCE

- 2.1 Knowledge of the statutory framework relevant to the HLTA role
- 2.2 Specialist knowledge and experience e.g in behavior management, pastoral care, early years or special educational needs
- 2.3 Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about Meeting SEN given the SEN Code of Practice
- 2.4 Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behavior
- 2.5 Knowledge of the key factors that affect the way pupils learn
- 2.6 Experience of working as a Teaching Assistant or equivalent
- 2.7 Experience of using ICT to advance pupils learning

KEY SKILLS AND ABILITIES

- 3.1 Ability to contribute effectively to teachers' planning and preparation of lessons
- 3.2 Ability to plan own role in lessons including how feedback will be provided to pupils
- 3.3 Ability to contribute effectively to the selection and preparation of teaching resources
- 3.4 Ability to support teachers in evaluating pupils' progress
- 3.5 Ability to monitor pupils responses to learning and modify approach accordingly
- 3.6 Ability to contribute to the maintenance of records of pupils' progress
- 3.7 Ability to communicate effectively and sensitively with pupils to support their learning
- 3.8 Ability to work collaboratively with colleagues
- 3.9 Ability to guide the work of other adults in the learning environment

PERSONAL ATTRIBUTES

- 4.1 A commitment to the learning of all pupils
- 4.2 A commitment to improving own practice through observation, evaluation and discussion with colleagues
- 4.3 A commitment to Equal Opportunities

DESIRABLE CRITERIA

- 1.1 Experience of working in a range of settings or with more than one year group