

HLTA

Post Title: HLTA

SALARY: Grade: 6: SCP 19-24

HOURS OF WORK: 32.5 hours per week, term time only plus 5 days

RESPONSIBLE TO: Curriculum Leader

All personnel are expected to work flexibly as part of a team of teaching and support staff, commonly bound in the service of the needs of the school and the further development of St. Gabriel's as reasonably required under the direction of the Headteacher.

RESPONSIBILITIES AND DUTIES

The post holder is expected to undertake the professional duties of a HLTA within the conditions operative at the time of issue of this Job Description together with the more specific duties/responsibilities which are listed below. These should not include or imply any voluntary activities.

AMENDMENT OF JOB DESCRIPTION

This job description will be reviewed as needed and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of the Headteacher or the incumbent of the post.

General

Purpose and Objectives of Post:

The primary purpose of the post holder is to

SUPPORT FOR THE TEACHER

1. To compliment the work of teachers, with responsibility for teaching and learning activities which may include planning, preparation and delivering specialist support to individual pupils, groups and/or learning activities within an area of specialism.
2. To deliver whole class teaching cover, for example during teacher's PPA time.
3. To be responsible for the management and development of a specialist area within the school and/or supervision of other teaching assistants, including allocating and monitoring work, mentoring and training.
4. To be committed to safeguarding and promoting the welfare of children and young people.
5. Organise cover for absent colleagues by arranging cover for absent colleagues, monitoring and reviewing cover arrangements.
6. making travel arrangements for pupils and colleagues, supervising travel.
7. Leading or motivating volunteers by briefing volunteers on work requirements and responsibilities, helping volunteers to solve problems during volunteering activities, debriefing and giving feedback to volunteers on their work.
8. Support competence achieved in the workplace by assessing performance against agreed standards, giving staff members support and feedback on their performance, providing learning opportunities for colleagues

SUPPORT FOR PUPILS

1 Help to keep children safe by;

- preparing and maintain a safe and hygienic environment
- dealing with accidents, emergencies and illness
- supporting the safeguarding of children
- supervising pupils during the school day
- supporting and implementing pupils' personal care programmes
- encouraging children's positive behaviour.

2.Support pupils' learning activities by;

- assessing, supervising and supporting pupils using in-depth knowledge of the curriculum and learning needs
- engaging pupils with activities, promoting independent learning and utilising strategies
- recognising and rewarding achievement
- encouraging co-operation and interaction between pupils
- providing feedback to pupils and parents/carers about their progress and achievements in line with expectations
- organising and maintaining an effective learning environment and resources.

3 Supporting learners by mentoring in the workplace by;

planning the mentoring process, setting up and maintain the mentoring process, giving mentoring support.

3 Promote positive behaviour by;

- implementing agreed behaviour management strategies
- supporting pupils in taking responsibility for their learning and behaviour
- establishing rapport and respect with pupils, acting as a role model and setting high expectations
- promptly addressing any incidents, in line with school policies

4. Develop and promote positive relationships by ;

- establishing and developing positive relationships with children and adults including parents, carers and other professionals
- supporting children in developing positive relationships
- promoting inclusion and acceptance of all pupils within the classroom
- maintaining working relationships with other practitioners

5. Use information and communication technology to support pupils' learning by;

- undertaking the preparation of ICT to support pupils' learning
- supporting pupils' learning and confidence using ICT

SUPPORT FOR THE CURRICULUM

1.Plan deliver and evaluate teaching and learning activities by;

- planning, preparing and delivering teaching and learning activities for individual pupils and groups under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils
- being responsible for a class, delivering teaching and learning activities in the absence of a teacher.
- assessing the needs of individual pupils and providing specialist support for pupils with learning, behavioural or communication difficulties, where English is not their First language, gifted and talented pupils, and/or support within a particular curriculum area.
- delivering local and national learning strategies and programmes of work for individuals, groups and whole classes

2. Reflect on and develop practice by:

- reflecting on own professional practice, seeking feedback and learning from others
- enthusiastically seeking opportunities for continued professional development

3. Provide information to aid policy formation and the improvement of practices and provision by;

- providing information and advice to aid development of strategies, policies, practice and provision
- collecting and present information to aid monitoring, review and improvement of performance.

4.Support the development and effectiveness of work teams by;

- managing and leading the teaching assistants within the school, including recruiting, training and developing the team to continually improve
- contributing to the development of the wider school team
- providing administrative support to the teacher/department
- establishing constructive relationships with other professionals and developing multi-agency approaches to supporting pupils where appropriate

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance management as required
- Assist with the supervision of pupils out of lesson times e.g. clubs, extra-curricular activities

Professional standards and development

- Be a role model to students through appropriate personal presentation and professional conduct
- Support all the School's policies and ethos
- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network

Health and safety

Responsible for the health, safety and welfare of self and colleagues in accordance with the School's Health and Safety policies and procedures and current legislation

Continuing professional development and formation

- Undertake any necessary professional development as identified taking full advantage of any relevant training and development available
- Maintain a professional portfolio of evidence to support the Performance Management/Appraisal process – evaluating and improving your own practice

It is the practice of this Trust to periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

Person Specification

		Essential / desirable	Evidence
Qualifications	To possess a Level 2 qualification in English/Literacy and Mathematics/Numeracy	E	A/ I/C
	To possess a relevant NQF/QCF Level 3 qualification	E	A/ I/C
	Trained in relevant learning strategies and/or a particular learning or curriculum area	E	A/I/C
	Foundation Degree	D	A/I/C
	First Aid Certificate	D	A/I/C
	Training in special educational needs strategies	E	A/I/C
Knowledge & Experience:	Experience in delivering lessons in your area of expertise to individuals, groups and whole classes under supervision	E	A/ I
	Expertise of planning, delivering and evaluating teaching and learning activities effectively	D	A/I
	Working with children in a paid or voluntary capacity	E	A/ I
	Awareness and basic knowledge of school curriculum (within specific age range)	D	A/ I
	Experience of differentiating activities, preparing and developing resources	D	A/I
Technical Skills & Ability		Essential / desirable	Evidence
	Ability to communicate well	E	A/ I
	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	E	A/ I
	Ability to build and maintain effective working relationships with all pupils and colleagues	E	A/ I
	Ability to promote a positive ethos, role model and positive attributes	E	A/ I
	Ability to continually develop and extend own working practices.	E	A/ I
Personal characteristics		Essential / desirable	Evidence
	Willingness to participate in relevant training and development opportunities.	E	A/ I

	Ability to communicate effectively and sensitively with children, their parents/carers and colleagues	E	A/I
	Effective organisational skills, to manage conflicting deadlines and work under pressure	E	A/I
	Motivated and keen to develop own knowledge and practice by seeking opportunities for continuing personal development	E	A/I
	Committed to working within the schools policies and procedures and adhering to safe working practices	E	A/I
	Flexible in approach and able to meet the changing demands of the role	E	A/I

Key

E Essential **R** References

I Interview **C** Certificate

D Desirable

A Application

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. All posts working in schools are subject to an enhanced DBS check and written references.