



<b>JOB DESCRIPTION</b> Higher Level Teaching Assistant (HLTA)	<b>SALARY/GRADE</b> RG5m
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### **MAIN PURPOSE**

The HLTA will:

- Contribute to and uphold the vision, values and ethos of the school.
- Plan, prepare and deliver learning activities to cover teachers for PPA.
- Work with class teachers to raise the learning and attainment of pupils.
- Promote pupils' independence, self-esteem and social inclusion.
- Complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.

### **DUTIES AND RESPONSIBILITIES**

#### **Teaching, learning and assessment**

- Work in partnership with teachers, within an agreed system of supervision, to deliver specific curriculum learning activities to whole classes in the absence of the teacher, including during the teacher's PPA time.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Take responsibility for planning challenging teaching and learning objectives. Evaluate and adjust work plans as appropriate to meet pupils' needs.
- Select and prepare appropriate resources to lead learning activities.
- Mark pupils' work following PPA cover or any direct teaching activity with whole classes, groups and/or individuals, in accordance with the marking and feedback policy.
- Provide feedback to pupils in relation to progress and achievement, in line with the marking and feedback policy.
- Monitor, evaluate, record and provide reports on pupils' responses and progress, including annual reports to parents, within agreed strategies.
- Direct the work, where relevant, of other adults in supporting learning.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including those with special educational needs and disabilities (SEND).
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe pupil performance and pass observations on to the class teacher.
- Use ICT skills to advance pupils' learning.
- Undertake any other relevant duties given by the class teacher.



- Monitor and be responsive to pupil learning and behaviour at all times; use forward thinking and fresh ideas to encourage pupils to learn.
- Monitor and be responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances.

### **Planning**

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Read and understand lesson plans shared prior to lessons, if available.
- Prepare the classroom for lessons.
- Contribute actively to the planning and review of the school curriculum
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how they will support the inclusion of pupils in the learning activities.

### **Working with colleagues and other relevant professionals**

- Develop effective professional relationships with colleagues Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Develop and implement Pupil Profiles in conjunction with the teacher/SENCo.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Attend and contribute to meetings with other staff, external professionals and parents regarding pupils.
- Provide advisory support and contribute to the professional development of colleagues in relation to their specialist area of expertise.

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Contribute to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Management Team.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class



- Supervise/mentor other teaching assistants
- Make a positive contribution to the wider life and ethos of the school.

### **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection and safeguarding policy.
- Follow all school policies and procedures, in particular: School's Health and Safety Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy.
- Provide appropriate care, support and nurture for children who are upset or have had accidents.
- Supervise pupils at breaks and, when required, at lunchtimes, supporting and contributing to their emotional and social wellbeing and welfare, initiating and supporting appropriate play activities, administering first aid when appropriate and actively managing pupils' behaviour in line with the behaviour policy.

### **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's performance management procedures.

### **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.
- Participate as required in the school's performance management and supervision systems and undertake training and development as directed.

### **GATEWAY CRITERIA**

- Use detailed knowledge of assessment procedures and the curriculum in order to make informed judgements regarding progress and assessment
- Plan challenging teaching and learning objectives, using formative assessment throughout to evaluate and adjust lessons as necessary
- Meet Higher Level Teaching Assistant professional standards, or equivalent qualification or experience
- Knowledge of specialist subject area, for example music, modern foreign languages



## PERSON SPECIFICATION

### HIGHER LEVEL TEACHING ASSISTANT

<b>Qualifications, Education and Training</b>
<ul style="list-style-type: none"><li>• Meet Higher Level Teaching Assistant standards or equivalent.</li><li>• Hold level 3 certificate for teaching assistants or equivalent qualification.</li><li>• Working towards NVQ level 4.</li><li>• GCSEs at grades 9 to 4 (A* to C) including English and math's or equivalent.</li><li>• Specialist training in curriculum or learning area, e.g. bilingual, sign language, ICT would be beneficial.</li><li>• Additional qualification, such as Forest School Level 3, qualification relating to pastoral care and support for pupils would be beneficial.</li><li>• All need excellent oral, literacy, written and verbal skills.</li></ul>
<b>Experience</b>
<ul style="list-style-type: none"><li>• Experience of working with children.</li><li>• Experience of planning and leading teaching and learning activities (under supervision).</li></ul>
<b>Skills, abilities, knowledge and/or competencies</b>
<ul style="list-style-type: none"><li>• Understanding of effective teaching methods</li><li>• Evidence of successfully lead learning activities for a group or class of children that demonstrates a positive impact on learning for children.</li><li>• Good organisational skills.</li><li>• Ability to build and sustain effective working relationships with pupils and adults.</li><li>• To be able to demonstrate expertise in understanding the needs of all pupils.</li><li>• Knowledge of how to help adapt and deliver support to meet individual needs.</li><li>• Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support would be beneficial.</li><li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice would be beneficial.</li><li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils.</li><li>• Evidence of excellent oral literacy and verbal communication skills.</li><li>• Evidence which supports active listening skills.</li><li>• The ability to act calm under pressure and able to adapt to change quickly.</li><li>• Knowledge of guidance and requirements around safeguarding children.</li><li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice would be beneficial.</li><li>• In depth knowledge of national curriculum in specialist area would be beneficial.</li><li>• Knowledge of normal child development and children's personal development needs</li><li>• Knowledge of the implications of common disabilities in children for school and families of pupils</li><li>• Knowledge of strategies which promote good behavior and discipline.</li><li>• Knowledge of developmental progression in the emotional curriculum.</li><li>• Good ICT skills, particularly using ICT to support learning</li><li>• Understanding of roles and responsibilities within the classroom and whole school context.</li><li>• Enjoyment of working with children</li><li>• Sensitivity and understanding, to help build good relationships with pupils, parents and carers</li><li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.</li><li>• Commitment to maintaining confidentiality at all times.</li><li>• Commitment to safeguarding pupils' wellbeing and ensuring pupils are treated fairly and equitably.</li></ul>
<b>Special/Other Requirements/Responsibilities of this Post</b>



Level of DBS check required for this post: <b>Enhanced</b>
What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks): <b>None</b>
Responsibility for Health & Safety: <b>Level 2</b>