



JOB DESCRIPTION

Job Title	HLTA (Includes SEND Responsibility)
Responsible to	Head Teacher

Job 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.

Key Accountability:

Support for pupils:

Core Duties

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning.

Additional Duties

- Establishing productive working relationships with pupils, acting as a role model and setting high expectations.
- Promoting the inclusion and acceptance of all pupils within the classroom.
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.
- Providing feedback to pupils in relation to progress and achievement.

Support for the Teachers:

Core Duties

- Within an agreed system of supervision, planning challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.

Additional Duties

- Organising and managing appropriate learning environment and resources.
- Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests.
- Producing lesson plans, worksheet, plans etc.

Support for the curriculum:

Core Duties

- Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.

Additional Duties

- Using ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advising on appropriate deployment and use of specialist aid/resources/equipment.

Support for the Academy:

Core Duties

- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognising own strengths and areas of expertise and use these to advise and support others.

Additional Duties

- Complying with and assisting with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Being aware of and support difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the Trust.
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Delivering out of school learning activities within guidelines established by the Academy.
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Line management responsibilities where appropriate:

- Liaising between managers/teaching staff and teaching assistants.

SEND responsibility:

To assist in managing the provision for pupils identified as having Special Educational Needs or Disabilities (SEND); including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils – a significant proportion of this would be overseeing the speech, language and communication needs across the school.

- Assisting the SENDCo in managing and implementing effective support strategies for pupils with SEND.
- Working alongside the SENDCo by taking responsibility for agreed activities/interventions. A significant proportion of this would be overseeing the speech, language and communication needs across the school.
- Assisting in the development of appropriate resources, and teaching strategies in SEND.
- Contributing to the preparation and delivery of CPD for Teaching Assistants.
- Assisting the SENDCo in completing and interpreting specialist assessment data to inform provision for children with additional needs.
- Assisting in the monitoring of the impact of provision, including interventions, by analysing records and carrying out observations and providing feedback to colleagues.
- Assisting the SENDCo by liaising with relevant outside agencies to ensure that individual needs are met effectively and that the requirements of EHCPs are implemented.
- Ensuring that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensuring that staff are kept informed of pupils' SEND needs and advise on areas to develop and support.
- Working with the SENDCo and other staff to ensure that SEND Support Plans are effectively implemented and reviewed.

Safeguarding commitment

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

Commitment to Equality and anti-racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other than these duties given in the job description. The particular duties

and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.

PERSON SPECIFICATION

Job Title: HLTA (includes SEND responsibility)

Category	Essential	Desirable	Assessed by: Application	Assessed by: Interview	Assessed by: Task
Qualifications & Experience					
Experience of working as a Teaching Assistant or equivalent experience of working with children or young people in a range of settings.	√		√	√	
The Level 4 Higher Level Teaching Assistant (HLTA) qualification		√			
A qualification in English/literacy and mathematics/numeracy, equivalent to at least NVQ Level 3	√		√	√	
Experience of delivering and monitoring the impact of interventions and feeding back to class teachers and parents.	√		√	√	
Experience of supporting children with complex needs, including children who may need to use alternative communication methods ie. AAC/makaton		√	√	√	
Experience of working with outside agencies eg. Speech and Language Therapists and implementing advice		√	√	√	
Experience of using Language Link, Speech Link, Word Aware and Concept Cat for assessment and intervention		√	√	√	
Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and pupils' benefit.	√		√		
Knowledge & Understanding					
Specialist knowledge and experience e.g. in behaviour management, pastoral care, early years, special educational needs or individual subject areas.	√		√		
Understanding and adhering to the academy's policies on child protection and safeguarding.	√				
Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.	√		√	√	
Understanding of Speech, Language and Communication needs to support the learning and development of children with these needs.	√		√	√	
Skills & Abilities					
Ability to plan and deliver lessons, to show how feedback on pupils' learning	√		√	√	

and behaviour will be provided to pupils and colleagues					
Ability to evaluating pupils' progress through a range of assessment activities and to monitor and record their progress.	√		√	√	
Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.	√		√	√	√
Ability to self-evaluate learning needs and actively seek learning opportunities.	√		√	√	√
Ability to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these.	√		√	√	
Special conditions					
An enhanced DBS disclosure	√		√		
Willing to undertake first aid training and maintain a valid first aid certificate	√		√	√	
Good time keeping and attendance	√		√	√	