

**Higher Level Teaching Assistant**

**Job Description**

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| **Job Title:** | Higher Level Teaching Assistant |
| **Grade:** | NJC Scale Six, points 18-20 |
| **School:** | William Ford C. of E. Junior School |
| **Reports to:** | SENDCo (Assistant Headteacher for lunch duties) |
| **Purpose of the post:** | To work as part of a team to provide a nurturing environment to support children’s learning and to share in the care and wellbeing of the children throughout the school. To support pupils in the curriculum to accelerate their learning as well as the emotional, behavioural and pastoral needs of all pupils, including children with SEND. To support in ensuring a safe and enjoyable lunchtime provision for all pupils. To cover classes in order to facilitate absence, appointments, leadership time and PPA for teachers.  |

**To work under the general supervision of the teacher/SLT and at times work on their own initiative.**

**HLTA Role**

* To cover and lead class teaching (under supervision) as and when appropriate
* Direct the work, where relevant, of other adults in supporting learning
* 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

**LSA Role**

##### *Main Activities*

* 1. **Classroom Preparation**
		1. Set out learning resources in line with the preparation requirements provided.
		2. Check the availability and location of safety equipment in the learning environment.
		3. Report shortages of learning materials to the teacher.
		4. Encourage pupils to return materials to the appropriate place after use and to dispose of wastes in a safe and tidy manner.
		5. Check the condition of learning resources and materials after use.
		6. Bring any damage or losses to learning resources and materials to the attention of the teacher as soon as practicable.
		7. To put up displays of children’s work
	2. **Classroom Records**
		1. Complete basic records accurately and legibly with the details specified by the teacher (e.g. word check, colour check, checking spelling tests, complete basic reading records, targets).
		2. Comply with the school requirements for storage and security of pupil records at all times.
		3. Make sure that information for the school office is collected, collated and passed on as promptly as possible.
		4. Maintain confidentiality according to organisational and legal requirements.
		5. Ensure detailed records of targets and pupils’ progress are kept up to date and available for SLT/class-teacher.
	3. **Working with pupils**
		1. Provide the pupil with the level and type of individual attention specified by the teacher.
		2. Work to build a good relationship with the pupil.
		3. Encourage the pupil to take responsibility for his/her own behaviour and to act independently.
		4. Interact with the pupil in a manner appropriate to the pupil’s communication and interaction skills.
		5. Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.
		6. Recognise uncharacteristic behaviour patterns in the pupil and report these promptly to the relevant people.
		7. Encourage and reinforce positive interactions between pupils.
		8. Encourage groups to work together to comply with behaviour targets they have been set.
		9. Consistently demonstrate respect for the rights of others in interactions with pupils and other adults.
		10. Monitor the group’s behaviour attentively enough to spot any signs of conflict or dangerous actions at an early stage and report to relevant people.
		11. Respond to conflict situations and incidents of anti-social behaviour in line with school policies and within the scope of responsibilities of role.
	4. **Support for Colleagues**
		1. Provide consistent and effective support for colleagues in line with the requirements and responsibilities of the role.
		2. Communicate openly and honestly with colleagues.
		3. Keep colleagues informed about aspects of work and schedule which may affect the support that can be offered to them.
		4. On occasion, provide whole class cover when teaching colleagues are called away in an emergency.
	5. **Personal Development**
		1. Maintain an up to date understanding of the requirements of the role and responsibilities.
		2. Undertake appraisal/performance review.
		3. Undertake agreed development actions conscientiously and within the required timescale.
		4. Make effective use of the development support available.
	6. **Health and Safety**
		1. Follow health and safety regulations and guidelines when attending to pupils’ hygiene, health and medical needs.
		2. Promptly report any problems in maintaining standards of health and hygiene to the teacher.
	7. **Support literacy and numeracy activities in the classroom**
		1. Obtain up to date information from the teacher on;
* the learning objectives of the activity;
* the types of support you are to give;
* the teacher’s expectations of the pupil’s current Maths or English skills as appropriate.
	+ 1. Offer the required types of support as and when needed by the pupil e.g. school-based specific intervention strategies.
		2. Implement programmes of work devised by school/outside agencies and take responsibility for reporting progress and attainment to class teacher. Implement agreed paramedical and speech therapy programmes.
		3. Give encouragement and feedback using appropriate key vocabulary and vocabulary which the pupil is likely to understand.
		4. Provide the teacher with relevant feedback on the progress of the activity and the pupil’s response to it.
	1. **Working with pupils with SEND**
		1. In consultation with the Inclusion Lead, take responsibility for the planning, initiating and facilitating of programmes of work and activities for a group of/individual children.
		2. Promote and develop a good relationship with parents and carers.
		3. Liaise with Specialists to organise meetings.
1. **Statutory Requirements:**
	1. This post carries a requirement to have a Disclosure and Barring (DBS) check for Children.
2. **Lunch time supervision**
	1. **Supervision**
		1. Supervise pupils in in the lunch area, playground and classrooms (for wet play)
		2. Encourage pupils to eat their lunch and monitor those who don’t, reporting any concerns to the class teacher
		3. Monitor pupils that aren’t engaging in play and feedback any concerns to class teachers
	2. Organisation
		1. Set up and put away the tables, chairs and other equipment needed for eating in the lunch area
		2. Manage pupils’ entrance and exit from the lunch area in an orderly manner
		3. Clean up food and water spillages
	3. Health and safety
		1. Observe pupils and the environment and take action to minimise any identified health and safety risks
		2. Deliver first aid to respond to minor incidents and refer any major incidents to a qualified first aider
		3. Record details of incidents in line with the school’s reporting procedures
		4. Be aware of and support pupils with medical/dietary needs
		5. Promote the school’s policy around healthy eating to pupils
		6. Feed back concerns relating to pupils’ health and safety to a senior member of staff
	4. Behaviour
		1. Report any incidents of serious misbehaviour to the relevant staff member, in line with the school’s behaviour policy
		2. Take necessary action to minimise disruption and harm to pupils, in line with the school’s behaviour policy
		3. Make sure children tidy up after themselves in the lunch area and when using play resources/equipment
		4. Follow any directions from class teachers on supporting specific pupils with challenging behaviour
	5. Play
		1. Organise play activities to encourage pupils to play and make use of play equipment
		2. Offer educational instruction where needed to help pupils to share play equipment
		3. Help to resolve issues between pupils during play activities
3. General Accountabilities and Responsibilities (All roles)
	1. Ensure compliance with appropriate legislation, Council Policies, the Council Constitution, Financial Rules and other requirements of the Council.
	2. Promote the development of a high quality individual need led service, to comply at all times with the Council’s policies and procedures, particularly those regarding Data Protection, Equalities and Diversity and Health and Safety.
	3. Undertakes a proactive, committed approach towards the Council’s Best Value ethos.
	4. Ensure compliance with and actively promote the Council’s Equalities and Diversity policies and strategies.
	5. Ensure compliance with and actively promote Health and Safety at work legislation, Council and Departmental H&S policies and procedures.
	6. Comply with the competencies and standard requisites agreed by the Council as relevant to your post.
	7. Comply with the Data Protection Act 1998 (all employees of the Council will not disclose or make use of, for their private advantage, any information held on manual or computer records, which are not available to the public, however acquired).
	8. Take responsibility for continuing self-development and participate in training and development activities.

The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.

The above-mentioned duties are neither exclusive nor exhaustive and the postholder may be called upon to carry out such other appropriate duties as may be required by the Line Manager within the grading level of the post and the competence of the postholder.

# **Person specification**

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| criteria | qualities |
| **Qualifications and training** | * GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
* First-aid training, or willingness to complete it
* Ideally, candidates would hold the Level Four Certificate for Higher Level Teaching Assistants. Successful applicants who do not would need to be prepared to undertake this qualification.
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| **Experience** | * Experience working in a school environment or other educational setting
* Experience working with children/young people
* Experience planning and delivering learning activities
* Experience of planning and leading teaching and learning activities (under supervision)
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| **Skills and knowledge** | * Good literacy and numeracy skills
* Good organisational skills
* Ability to build effective working relationships with pupils and adults
* Skills and expertise in understanding the needs of all pupils
* Knowledge of how to help adapt and deliver support to meet individual needs
* Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
* Excellent verbal communication skills
* Active listening skills
* The ability to remain calm in stressful situations
* Knowledge of guidance and requirements around safeguarding children
* Good ICT skills, particularly using ICT to support learning
* Understanding of roles and responsibilities within the classroom and whole school context
* Understanding of effective teaching methods
* Knowledge of how to successfully lead learning activities for a group or class of children
* Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
* Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
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| **Personal qualities** | * Enjoyment of working with children
* Sensitivity and understanding, to help build good relationships with pupils
* A commitment to getting the best outcomes for all pupils, and promoting the Christian ethos and values of the school
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding pupil’s wellbeing and equality
* Resilient, positive, forward looking and enthusiastic about making a difference
* Capacity to inspire, motivate and challenge children and young people
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