

Job Description

Post Title:	Higher Level Teaching Assistant (HLTA)
Grade:	7
Reports To:	Head of Centre
Responsible For:	N/A

Overall purpose of job:	
To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.	
Main duties and responsibilities:	
1.	Works in partnership with the teacher, within an agreed system of supervision. Works with individual pupils, small groups and the whole class as agreed with the Head of Centre. This can be for short periods of time as a regular, time-tabled commitment.
2.	Acts as liaison between other TAs and Head of Centre.
3.	Uses own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum, as agreed with the teacher under an agreed system of supervision.
4.	Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs.
5.	Selects and prepares appropriate resources to lead learning activities.
6.	Monitors, evaluates, records and provides reports on pupils' responses and progress within agreed strategies.
7.	Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility; including taking the initiative to establish links where necessary.
8.	Attends and contributes to meetings with other staff, external professionals and parents regarding pupils.
9.	Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the HLTAs skills, knowledge and experience as identified by the Head of Centre.

10.	Organise and lead school visits and other activities outside of the classroom under an agreed system of supervision.
11.	Follows all school policies and procedures, in particular: Child Protection Policy, Behaviour Management Policy, SEN Policy, SEN Report, Equalities Policy and Data Protection Policy
12.	Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
13.	Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working
14.	Contributes to the overall ethos, work and aims of the school
General:	
1.	Uphold professional standards for the role, and follow all school and Trust policies and procedures.
2.	Comply with Child Safeguarding Procedures and adhere to the Trust's Child Protection and Safeguarding Policy at all times.
3.	Participate in performance management and take part in appropriate training and development activities.
4.	Maintain confidentiality in all areas of work and process personal and sensitive information in accordance with relevant legislation.
5.	Undertake other reasonable duties as requested, in accordance with the changing needs of the organisation.

Person Specification

All points are essential unless otherwise specified

Qualifications	
1.	Excellent literacy and numeracy skills with Level 2 numeracy & literacy qualification or equivalent
2.	HLTA status or QTS ** ** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class
3.	Relevant NVQ level 4 or foundation Degree (<i>desirable</i>)
Experience	
1.	Significant experience of working with children in an education setting
2.	Experience of working in multi-disciplinary teams
3.	Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.
4.	Experience of delivering evidence based interventions that accelerate learning
Skills/Knowledge/Abilities	
1.	Knowledge of relevant training strategies eg literacy, numeracy, KS3 etc
2.	Relevant knowledge of first aid
3.	Effective use of ICT to produce appropriate resources to support learning
4.	In depth knowledge of national curriculum in specialist area
5.	Knowledge of normal child development and children's personal development needs
6.	Knowledge of the implications of common disabilities in children for school and families of pupils
7.	Knowledge of developmental progression in the emotional curriculum
8.	Knowledge of strategies which promote good behaviour and discipline
Personal Attributes	

1.	Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers
2.	Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
3.	Time management and organisational skills
4.	Ability to organise, lead and motivate a team, and the ability to work successfully as part of a team.
5.	Ability to self evaluate learning needs and actively seek learning opportunities
6.	Ability to relate well to children and adults
7.	Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.
8.	Flexibility and creativity
Safeguarding	
1.	Demonstrate a commitment to safeguarding children and ensuring the welfare of children
2.	Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour
3.	Satisfactory Enhanced DBS check