

SUPPORT STAFF

JOB DESCRIPTION

ROLE TITLE	Higher Level Teaching Assistant (HLTA)
LOCATION	Abbots Green Academy, flexible across the Trust
GRADE / SCALE POINT – SALARY	4 (above the bar)
REPORTING TO	Headteacher / Senior Leadership Team

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

The HLTA will:

- Cover, lead and plan classes across the school, predominantly in Key Stage 1
- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

KEY TASKS & RESPONSIBILITIES

Teaching and learning

- 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, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures to promote self-control and independence
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- 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
- Direct the work, where relevant, of other adults in supporting learning

- To regularly record and comment on pupils' progress in line with the school's marking and feedback policy
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide verbal and written feedback to pupils in relation to progress and achievement
- Support pupils consistently whilst recognising and responding to their individual needs
- Undertake any other relevant duties given by the senior leadership team

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 – including preparing resources that take into account pupils' interests, language and cultural backgrounds
- To contribute to the planning and preparation of learning activities, including clear and challenging learning objectives
- 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 all pupils in the learning activities,

Working with colleagues and other relevant professionals

- 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
- 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
- Develop effective professional relationships with colleagues

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
- 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 policy
- Look after children who are upset, ill or have had accidents, and administer first aid as appropriate

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 appraisal 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

The HLTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the HLTA will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the head teacher or line manager.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested [insert line manager] or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<ul style="list-style-type: none"> • HLTA status • Understanding of the specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved • Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved • Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme • Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits • Knowledge of the key factors that can affect the way pupils learn • Awareness of the statutory frameworks relevant to their role • Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice • Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour • Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties • Knowledge and use of a range of equipment • Basic knowledge of first aid • Recognised competence in literacy and/or numeracy • Experience of contributing to lesson planning, in conjunction with the teacher 	<ul style="list-style-type: none"> • Experience of planning, preparing and delivering lessons • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc • Awareness of health and safety procedures • Experience of one to one support, where appropriate • NVQ3, or equivalent in related area
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to support teachers in evaluating pupils' progress through a range of assessment activities • Contribute to maintaining and analysing records of pupils' progress 	

	<ul style="list-style-type: none"> • Ability to read and understand school policies and procedures relevant to area of work • Ability to complete reports such as incident report form, behaviour diary, progress report etc 	
Organisational	<ul style="list-style-type: none"> • Knowledge of school policies and procedures 	<ul style="list-style-type: none"> • Awareness and understanding of relevant government initiatives • Good knowledge and understanding of the school's structure
Research	<ul style="list-style-type: none"> • Assist teacher with information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person 	
Creative Thinking	<ul style="list-style-type: none"> • Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short and medium term planning • Assist teacher in creating a positive learning environment • Creative ways of learning/making learning interesting 	
Planning	<ul style="list-style-type: none"> • Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour • Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests • Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures 	
Interpersonal and Communication	<ul style="list-style-type: none"> • When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability • Sensitivity to pupils' needs • Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved • Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging 	

	<p>bullying or harassment, following relevant policies and procedures</p> <ul style="list-style-type: none"> • Ability to support teachers in evaluating pupils' progress through a range of assessment activities • Monitoring pupils' responses to learning tasks and modify their approach accordingly • Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn • Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning • Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present • Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom • Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility • Advising and guiding pupils on the best way to handle situations, under the teacher's direction • Encouraging pupils to participate in or complete tasks • Providing advice and guidance to Teaching Assistants on procedures and policies • Ability to conciliate between pupils in relationship / friendship disputes 	
Keyboard	<ul style="list-style-type: none"> • Ability to use ICT to advance pupils' learning and ability to use ICT tools for own benefit 	
Manual Skills	<ul style="list-style-type: none"> • Use of craft knives, glue guns etc when displaying work or assisting pupils in practical lessons • Help pupils to use tools and equipment as required to support learning 	
Level of Autonomy	<ul style="list-style-type: none"> • Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work • Able to work with small groups of pupils when carrying out specific tasks or on field trips etc 	

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| | <ul style="list-style-type: none">• Able to supervise larger numbers of pupils when on duty break/lunchtime• Able to make decisions on when to refer queries/problems to teaching staff or line manager | |
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