



JOB DESCRIPTION

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| Job Title: | Higher Level Teaching Assistant |
| Salary: | TPAT Point 6 |
| Responsible to: | Senior Leadership Team and Teachers |
| Direct Supervisory Responsibility for: | None |
| Important Functional Relationships: Internal/External: | TPAT, Local Monitoring Committee, Senior Leadership Team, School Staff, Students, Parents & Carers, Suppliers and External Professional Bodies |

Main Purpose of the Job:

A Higher Level Teaching Assistant takes a pro-active role as a key member of a multi-disciplinary team in the support of students, teachers, the curriculum and the school.

HLTA roles support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision.

Main Duties and Responsibilities:

Support for Teachers

- Assist the teacher in the planning of work programmes for individuals and groups of students. To work within a framework set by the teacher, ensuring involvement in the lesson and provide appropriate feedback to students and colleagues.
- As agreed with the teacher; produce lesson plans, worksheets, deliver learning activities, administer and invigilate examinations, observe, assess and mark, whilst promoting independent learning and making adjustments in accordance with students' needs.
- Advance students' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision.
- Monitor and evaluate students' progress and understanding of learning activities on an ongoing basis, recording students' responses and attainments during the course of learning activities, in accordance with the agreed monitoring processes.
- Provide detailed feedback to teachers with regard to students' progress and responses to learning activities, and produce reports on students' progress and achievements as required.
- Meet with teachers, co-ordinators and SENCOs on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual students (including identification of any special support).

Support for the Curriculum

- Deliver local and national learning strategies (eg: literacy, numeracy, KS3, foundation stage, etc) and assist individuals and groups of students in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the students to learn as effectively as possible.

- Remain aware and up-to-date with the school curriculum, the age-related expectations of students, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
- Encourage the use of ICT and advance students' knowledge of ICT during the lesson.
- Develop and update Individualised Education Plans (IEP). To assess, monitor and record students' progress through IEPs, and make appropriate alterations to IEPs in order to ensure students' progress.
- Be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities, including SEN teaching aids if required.

Support for Students

- Build and maintain relationships that encourage students to interact and work co-operatively with others, promote independence, encourage social integration and individual development. Employ strategies which recognise and reward students' reinforcing students' self-esteem and to engage all students in learning activities.
- Support students' social and emotional wellbeing, reporting problems to the teacher as appropriate.
- Assess, monitor and record students' progress, achievement, health, behaviour and general wellbeing and feedback any information to the teacher or Headteacher and as appropriate liaise with parents and carers.
- Contribute to the development of multi-agency approaches to supporting students.
- Supervise and manage students' behaviour promoting self-control and independence in accordance with the recognised behavioural standards and the school's established Behaviour Policy, ensuring an orderly and constructive environment for the class.

Support for the School

- Assist with lunch and break time supervision of students on a rota basis in accordance with the school's procedures for playground supervision.
- Accompany students on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines.
- Administer minor first aid and medically prescribed drugs if trained as per procedure.
- Carry out administrative tasks associated with all of the above duties

General Responsibilities applicable to all staff

- Demonstrate and promote the values of Truro and Penwith Academy Trust at all times.
- Contribute to the overall ethos and aims of the school.
- Follow and adhere to all agreed Child Protection and Safeguarding policies and procedures at all times.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.
- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students; ensuring that students' needs are prioritised.
- Act as a role model and set high expectations of conduct and behaviour.
- Appreciate and support the role of other professionals.
- Have a clear sight of how this role impacts on the school's students at all times.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and comply with all policies and procedures at all times, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, code of conduct, reporting all concerns to line manager.

- Be a positive influence on the climate and culture of the school and a positive role model at all times.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Maintain at all times the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post in order to support the work of the Trust and its Academies.

Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

PERSON SPECIFICATION – Higher Level Teaching Assistant

| Person Specification | Essential | Desirable | Recruiting Method |
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| Education and Training | Attainment of GCSEs grade C or above in English & Maths (or able to demonstrate equivalent) | NVQ Level 2 in supporting teaching and learning or equivalent - working | Application Certificates |

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| | <p>numeracy/literacy skills to a level 2 standard of education)</p> <p>Meet the HLTA standards through completion of the recognised HLTA training and assessment routes (or equivalent experience)</p> | <p>towards Level 3 Diploma in specialist support for teaching and learning</p> <p>Experience of implementing and delivering a range of intervention programmes with individual students, small groups and whole classes</p> <p>Level 3 Safeguarding Training</p> <p>First Aid Training</p> | |
| Skills and Experience | <p>A proven track record of working with students of the relevant age in a learning environment</p> <p>Understanding of principles of child development and learning processes</p> <p>Knowledge and compliance with policies and procedures relevant to child protection and health & safety</p> <p>Ability to relate well to young people and adults</p> <p>Good oral and written communication skills</p> <p>Good listening skills</p> <p>ICT skills appropriate to the role</p> <p>Effective time management</p> <p>Committed to continual personal and professional development</p> | <p>Relevant experience to include providing specialist support within certain areas of the curriculum or with specialist pupil groups</p> <p>Experience of supporting children with Special Education Needs</p> | <p>Application Interview Assessment</p> |
| Specialist Knowledge and Skills | <p>A commitment to maximising the academic, personal, social and emotional development of all students</p> <p>Leading by example with strong professional standards</p> <p>Working knowledge of implementing relevant learning programmes</p> <p>Practical skills relating to planning & utilising individual learning programmes</p> <p>Discreet at all times</p> <p>Work constructively as part of a team</p> | <p>Awareness of the SEN Code of Practice and guidance on meeting SEN</p> <p>Practical skills relating to planning & utilising individual learning programmes</p> <p>Fully meets the nationally recognised HLTA standards</p> <p>Experience of staff training</p> <p>Experience of providing exam dispensation,</p> | <p>Application Interview Assessment</p> |

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| | <p>Effective communication with all stakeholders including students, staff and parents</p> <p>Willing to work within organisational procedures, processes and to meet required standards for the role</p> <p>Be resilient and demonstrate an ability to work well under pressure</p> <p>Able to adopt a flexible working practice</p> <p>Excellent record of attendance and punctuality</p> <p>Champion for children</p> <p>Enthusiastic, approachable with excellent interpersonal skills</p> <p>Confident communicator</p> <p>Clear understanding of inclusion</p> <p>Caring, child centred</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Committed to promoting equality of opportunity and inclusion</p> | <p>appropriate testing and support</p> <p>TIS training (or similar)</p> | |
| Behaviours and Values | <p>Self-motivated and able to work constructively as part of a team</p> <p>Able to adapt approach to suit circumstances and audience</p> <p>Adopt a reflective approach towards professional decision making</p> <p>Ability to relate well to children and adults and to inspire others to excel</p> <p>A desire to facilitate achievement</p> <p>Ability to work to deadlines and methodical approach to work</p> <p>Ability to thrive under pressure</p> <p>Ability to manage challenging situations including with students and stakeholders</p> <p>Deeply committed to equality of opportunity, British Values and diversity</p> <p>Energy and enthusiasm</p> | | <p>Application</p> <p>Interview</p> <p>Assessment</p> |



Professional Standards for HLTA

Those awarded HLTA status must demonstrate, through their practice, that they:

Professional Values and Practice

- 1 have high expectations of children and young people with a commitment to helping them fulfil their potential;
- 2 establish fair, respectful, trusting, supportive and constructive relationships with children and young people;
- 3 demonstrate the positive values, attitudes and behaviour they expect from children and young people;
- 4 communicate effectively and sensitively with children, young people, colleagues, parents and carers;
- 5 recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people;
- 6 demonstrate commitment to collaborative and cooperative working with colleagues;
- 7 improve their own knowledge and practice including responding to advice and feedback.

Professional Knowledge and Understanding

- 8 understand the key factors that affect children and young people's learning and progress;
- 9 know how to contribute to effective personalised provision by taking practical account of diversity;
- 10 have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people;
- 11 have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy;
- 12 know how to use ICT to support their professional activities;
- 13 know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support;
- 14 understand the objectives, content and intended outcomes for the learning activities in which they are involved;
- 15 know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation;
- 16 know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Professional Skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Headteacher of the school.

Planning and Expectations

- 17 use their area(s) of expertise to contribute to the planning and preparation of learning activities;
- 18 use their area(s) of expertise to plan their role in learning activities;
- 19 devise clearly structured activities that interest and motivate learners and advance their learning;
- 20 plan how they will support the inclusion of the children and young people in the learning activities;

21 contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and Assessment

22 monitor learners' responses to activities and modify approaches accordingly;
23 monitor learners' progress in order to provide focused support and feedback;
24 support the evaluation of learners' progress using a range of assessment techniques;
25 contribute to maintaining and analysing records of learners' progress.

Teaching and Learning Activities

26 use effective strategies to promote positive behaviour;
27 recognise and respond appropriately to situations that challenge equality of opportunity;
28 use their ICT skills to advance learning;
29 advance learning when working with individuals;
30 advance learning when working with small groups;
31 advance learning when working with whole classes without the presence of the assigned teacher;
32 organise and manage learning activities in ways which keep learners safe;
33 direct the work, where relevant, of other adults in supporting learning.

Find out more on the [HLTA National Assessment Partnership website](#).