
Job Description for Role of Level 4 Teaching assistant (HLTA)

The Role- Level 4 Higher level teaching assistant (HLTA)

GRADE: NJC 18 – 22

The High-Level teaching assistant will compliment teachers' delivery of the national curriculum and the development of other support staff. They will monitor, assess and manage whole classes and encourage children to become independent learners. They should provide support and inclusion of all pupils in all aspects of school life. They should support the children and the teachers in their role to raise standards of achievement and assisting with planning, monitoring and assessing. This includes promoting high quality teaching, effective use of resources and high standards for all pupils.

Responsibilities

- Teaching and learning within an agreed system cover absences, particularly those within their assigned year group.
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes covering PPA or CPD release time for teachers.
- Be familiar with lesson plans, individual pupil targets and learning objectives.
- Be aware of and support pupil difference and ensure all students have equal access to opportunities to learn and develop. Ensure pupils are able to meet their full potential by removing barriers to learning.
- Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce student's self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.
- 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) and those who are considered vulnerable or entitled to pupil premium funding.
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- 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
- Undertake any other relevant duties given by the class teacher

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 (particularly where the person is based in a particular year group predominantly).
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Be prepared to plan and deliver small group interventions in liaison with the SENCO.

Monitoring and Assess

- Support and evaluate pupil progress and with the class teacher to discuss next steps.
- Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor students' participation and progress and provide constructive feedback to students in relation to their progress *and* achievement.
- Assist in maintaining and analysing records of students' progress.
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

Mentoring, Supervision and Development

- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking training.
- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys
- Provide support and assistance for student's pastoral needs.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

- Supervise students at times other than during lessons according to the schools duty arrangements
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the student's education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

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 or senior leadership team/
- 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 or have had accidents

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

Notes

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Head Teacher. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Signed : Date:

Employee

Signed : Date:

Line Manager

