

HLTA ~ Job Description

**Job Purpose:**

* To work with collaboratively with class and senior teachers to raise the learning and attainment of all pupils
* To plan, teach and assess an innovative curriculum so all pupils including pupils with special educational needs and disabilities, may achieve success in line with the academy’s vision, ethos and aims
* Provide support for pupils’ welfare, promoting independence, self-esteem and social inclusion in all aspects of academy life
* Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

**Main Activities Attributable to the Particular Duties:**

**Teaching and Learning**

1. 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 SEND
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extra-curricular activities
3. Use effective behaviour management strategies consistently in line with the academy’s policy and procedures
4. Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
5. Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
6. Observe pupil performance and pass observations on to the class teacher
7. To cover and lead whole class teaching (under supervision) as and when appropriate
8. Direct the work, where relevant, of other adults in supporting learning
9. Supervise a class if the teacher is temporarily unavailable
10. Use ICT skills to advance pupils’ learning
11. Undertake any other relevant duties given by the class teacher

**Planning**

1. 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
2. Read and understand lesson plans shared prior to lessons, if available
3. Prepare the classroom for lessons
4. Use their areas of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
5. Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
6. Plan how they will support the inclusion of pupils in the learning activities

**Working with colleagues and other relevant professionals**

1. Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
2. 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
3. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they with
4. Understand their role in order to be able to work collaboratively with classroom teacher and other colleagues, including specialist advisory teachers
5. Collaborate and work with colleagues and other relevant professionals with and beyond the school
6. Develop effective professional relationships with colleagues

**Whole school organisation, strategy and development**

1. Contribute to the development, implementation and evaluation of the schools policies, practices and procedures, so as to support the academy’s values and vision
2. Make a positive contribution to the wider life and ethos of the academy

**Health and Safety**

1. Promote the safety and well-being of pupils, and help to safeguard pupils well-being by following the requirements of Keeping Children Safe in Education and our academy child protection policy
2. Look after children who are upset or who have accidents

**Professional development**

1. Help keep their own knowledge and understanding relevant and up to date by reflection on their practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
2. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role with support from the academy
3. Take part in the academy’s appraisal procedures

**Personal and professional development**

1. Uphold public trust in education profession and maintain high standards of ethics and behavioiur, within and outside of the academy
2. Have proper and professional regard for ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
3. Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the academy community
4. Respect individual differences and cultural diversity

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HLTA ~ Person Specification

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|  | **Essential** | **Desirable** |
| Training and qualifications: | * Have HLTA status [or qualified teacher experience]
* Relevant qualification at level equivalent to at least NVQ Level 3
* Be able to demonstrate levels of numeracy and literacy to GSCE [A-C]
 | * Other relevant qualifications, e.g. Foundation Degree in Education
* National Vocational Qualifications in Supporting Teaching and Learning
* First Aid Certificate
* Evidence of further study or professional qualifications
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| Experience : | * Recently within a primary school
* Working under direction of a teacher
* Planning , preparing and delivering learning activities to groups and classes
* Working with children with a range of needs
* Managing pupil behaviour
* Communicating with pupils, staff, parents and other professionals
* Assessing, recording and reporting on development and learning progress
 | * Experience and knowledge of working with children with Special Educational Needs and/ or Able and Talented
* Experience within more than one school context.
* Experience across EYFS, KS1 andKS2
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|  | **Essential** | **Desirable** |
| Knowledge, understanding, ability to demonstrate: | * Knowledge and understanding of HLTA standards
* Commitment to a team approach to working in a primary academy
* Knowledge of relevant policies, codes of practice and legislation including safeguarding
* Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
* Understanding of child development and learning
* Understanding of effective teaching methods
* Knowledge of how to successfully lead learning activities for a group or class or children
* Knowledge of how to help adapt and deliver support to meet individual needs
* 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
* Understanding of roles and responsibilities within the classroom and whole school context
 | * Knowledge of and a commitment to Early Years Foundation Stage education.
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| Job skills/ abilities: | * Plan, prepare and deliver successful learning activities to groups and classes
* Good literacy and numeracy skills
* Assess pupil learning, maintain records and produce reports as necessary in relation to these assessments
* Adapt to change and respond to pupil needs in a timely manner
* Good organisational skills
* Ability to build effective working relationships with pupils and adults
* Motivate and engage pupils in learning activities
* Excellent verbal and written communication skills
* Active listening skills
* The ability to remain calm in stressful situations
* Manage behaviour effectively
* Good ICT skills, particularly using ICT to support learning
 | * Demonstrate a commitment to sustained continuing professional development.
* Support out of school/community activities.
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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 ethos and values of the school
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding pupil’s wellbeing and equality
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