**JOB DESCRIPTION**

**Higher Level Teaching Assistant**

**POST TITLE:** Higher Level Teaching Assistant

**RESPONSIBLE TO:** Deputy Headteacher/Assistant Headteacher

**GRADE:** Scale 5

**WORKING PATTERN:** 36 hours per week, 39 weeks per year (Term time including INSET days)

(With 30 minute break)

**Purpose of the job**

* Complement teacher’s delivery of the National Curriculum under the direction and supervision of qualified teachers
* Work collaboratively with teaching staff and share in their responsibility for the development and education of all pupils
* Use their advanced knowledge and skills when assisting with planning, monitoring, assessing and managing classes

**General Duties & Responsibilities**

**Planning**

* Contribute to teachers’ planning and preparation of lessons at various stages of the planning cycle
* Prepare teaching resources in order to meet individual or group needs and interests
* Prepare (in consultation with class teachers) interventions for groups and individual children

**Teaching and Learning**

* Provide cover for whole classes when a teacher is unavailable
* Deliver the curriculum to whole classes and groups, according to school planning
* Work with a range of groups and individual pupils
* Provide feedback on pupils’ attainment (including marking work following cover lessons) and behaviour to both teachers and pupils
* Motivate and advance pupils’ learning by using clearly structured, interesting teaching and learning activities
* Promote and support the inclusion of all pupils, including those with specific needs, in the learning activities with which they are involved
* Manage behaviour in line with the school’s policies and procedures, to contribute to a purposeful learning environment
* Promote and reinforce children’s self-esteem and independence within the classroom environment and where appropriate foster links between home and school.
* Under the direction of Assistant Headteacher, liaise with parents as appropriate, maintaining sensitivity and confidentiality at all times
* Undertake a range of appropriate administrative duties to support teaching activities as required
* Attend planned visits/journeys

**Monitoring and Assessment**

* Support teachers in evaluating pupils’ progress through a range of assessment activities
* Assess pupils’ responses to learning tasks and where necessary, modify methods to meet individual and/or group needs
* Assist in the maintenance and analysis of records of pupil progress
* Assist teachers with observation and assessment
* Provide information to assist in the provision of appropriate support for specific children

**Behaviour and Pastoral**

* Implement all school policies relating to behaviour and safeguarding
* Demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with.
* Assist with children at the beginning and end of the day supervise pupils during break times as necessary

**Other duties**

* Attend and participate in staff meetings and training days as requested.
* Attend meetings with line managers as required
* Work co-operatively with other members of staff
* Contribute to curriculum development, school policies and procedures
* Ensure good communication with children, staff and parents
* Take responsibility for own professional development by seeking opportunities and attending relevant training
* Contribute to the wider life of the school where appropriate
* Be willing to undertake first aid training and once qualified to administer first aid to staff and pupils.
* Be willing to act as a fire marshal or assist with evacuation for children with disabilities as necessary.
* Be committed to the school’s aims and values
* Ensure that the duties of the post are undertaken with due regard of the School’s Health & Safety Policy, Code of Conduct and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation
* Any other duties required by the Leadership Team within the scope of this post
* Take part in school practices and procedures, e.g. educational visits, school performances

**All Children First Staff will:**

* Promote equality of opportunity
* Follow Safeguarding Guidelines and Child Protection policy/procedures
* Contribute to producing/delivering priorities in the School Improvement Plan
* Keep their own performance under review, contributing to monitoring, evaluation and review and participate in performance management/appraisal
* Promote positive attitudes and behaviour
* Contribute to the smooth day to day running of the school
* Be committed to achieving the school aims
* Work to develop the school as a successful, inclusive school
* Respond promptly to concerns from parents, staff or students
* Promote the school in the community
* Work in partnership with all colleagues including the Governing Body
* Support Codes of Professional Ethics/Safe Practice in the School Staff Handbook and the Trust Code of Conduct
* Ensure that the duties of the post are undertaken with due regard of the School’s Health & Safety Policy and Child Protection Procedures and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation
* Celebrate success of pupils and staff

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

NOTE: This job description should not be viewed as comprehensive description of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from those in a position of responsibility to undertake work of a similar level that is not specified in this job description. This job description is current at the date shown, but, in consultation with you, may be changed by the school management to reflect or anticipate changes in the job commensurate with the salary scale and job title.

*All schools and services in Enfield, including this Trust, are committed to safeguarding and promoting the welfare of children and young people. Therefore, all workers and employees within Enfield and Children First are expected to share this commitment. All candidates are required to complete the school’s ‘Keeping Children Safe in Education’ declaration and are subject to an enhanced DBS check. Further information about the disclosure can be found at* [*www.gov.uk/government/organisations/disclosure-and-barring-service*](http://www.gov.uk/government/organisations/disclosure-and-barring-service)

**APPENDIX**

**Professional values and practice for a HLTA**

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

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**

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

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 head teacher of the school.

**Planning and expectations**

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

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**

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

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**

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

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.