

Bridgwater and Taunton College Trust

HLTA, Primary.



**HLTA Primary.
Grade: BTCT Band 06, Scale 10.**

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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Core Purpose

- To co-ordinate and deliver learning and interventions, working with Primary students, including those with SEN, individually or in small groups. This may involve planning and preparing resources with the support of the SENDCO and teachers.
- To complement the professional work of teachers by taking responsibility for delegated learning activities under an agreed system of supervision. This involves a contribution to the planning and preparing of lessons, within a framework set by the assigned teacher, delivering learning activities for individuals/groups or whole classes without the presence of the teacher and monitoring pupils by assessing, recording and reporting their achievements, progress and development.

Tasks will involve:

- Assisting in the planning and preparing lessons and tasks for pupils;
- Delivering planned learning to pupils in classes, small groups or on a 1:1 basis
- Assessing the development, progress and attainment of pupils; and
- Reporting on the development, progress and attainment of pupils.
- Liaising with parents and staff.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

Main Responsibilities and Duties

- Under an agreed system of supervision of an assigned Qualified Teacher:
- Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of pupils' interests and language and cultural backgrounds; use ICT to support learning activities and develop pupils' competence and independence in its use. Encourage pupils to work co-operatively with each other within an established discipline policy, anticipate and manage pupil behaviour and promote self-control and independence. Provide feedback for pupils in relation to progress and achievements.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.
- Provide constructive feedback, advice and guidance on pupil progress and achievement to parents, encourage the role of parents in pupils' learning and participate in meetings with parents.
- Implement and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection; report concerns to the appropriate authorised person.
- Establish relationships and communicate with other agencies/professionals to support the achievement and progress of pupils.
- Assist with the development of appropriate multi-agency approaches to supporting pupils.

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- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend the work carried out in class.
- Responsible for the health, safety and welfare of themselves and others
- Responsible for the safeguarding and promotion of the welfare of children
- To be a team player, and contribute towards the Academy vision, within own capabilities
- The post-holder may, from time to time, be required to carry out other duties commensurate with the role.

Problem Solving and Creativity

- Identify and prepares the resources needed to successfully deliver the strategies. Contributes ideas to the development of school policies and procedures e.g., behaviour, safety and security.
- A variety of interpersonal techniques are needed to establish productive relationships with pupils, parents, carers and outside agencies e.g., adjusting the style of approach to a parent who becomes aggressive.
- Teaching activities and resources may need to be adjusted during lessons according to pupil responses, in order to ensure that lesson objectives are being achieved and all pupils are engaged e.g., providing alternative equipment to overcome learning barriers, redirecting the work of other teaching assistants. A strong grasp of behaviour strategies is needed to deal with challenging behaviour which is disrupting effective teaching and learning or to cater for the needs of a pupil with substantial physical difficulties or a health problem.
- Responding to the attitude and behaviour of pupils by exercising sound judgement in the context of school policies and procedures e.g., in addressing bullying, harassment or prejudice.

Decision Making

- Works under the supervision of an assigned teacher/leader and within agreed school policies and procedures, and IEPs. Assesses pupils' learning needs and decides activities which best meets those needs. Selects resources, including the deployment of other teaching assistants and voluntary helpers. During teaching activities has to continually assess their effectiveness on pupils' learning and decide if and what to change.
- Takes immediate decisions without referral to the assigned teacher to deal with issues of teaching and learning, care, control and safety of pupils during lessons e.g., to make judgements about the effectiveness of a teaching style or activity and to make changes considered appropriate to deal with challenging behaviour. Guidance and support will be readily available from teaching staff and more complex or controversial decisions will be referred to the assigned teacher.

Relationships

- There is frequent discussion with teaching staff to receive and provide information and guidance about teaching and learning activities (planning, preparation, delivery of teaching and learning activities, assessment, marking and recording) and the educational, pastoral, physical and emotional needs of pupils.
- Continuous interaction with pupils to assess their learning needs, to deliver learning activities, to develop productive working relationships, to promote the inclusion and acceptance of all pupils in the classroom and to encourage independence and self-reliance.
- There is continuous contact with other teaching assistants and voluntary adult helpers to guide, direct and allocate their work and to receive and provide

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information about teaching and learning processes and the educational, pastoral, physical and emotional needs of pupils.

- There is regular contact with parents/carers and occasional contact with outside agencies, to provide advice and guidance e.g., giving feedback on pupil progress, encouraging and advising parents in their role of supporting pupil learning, dealing with sensitive issues connected with pupils' behaviour or personal needs.
- There is occasional contact with Health Service Professionals to ensure that appropriate daily support is given to pupils with known medical conditions.

Physical Working Conditions

- A normal school environment although there may be an involvement in external school activities, such as swimming and educational visits for which rigorous risk assessments are conducted.
- Some of the working days spent standing, with periods of crouching/bending, to engage pupils in activities.
- When negotiated and agreed with pupils, parents or carers substantial physical effort may be required on a regular basis when providing assistance to pupils with significant physical disabilities. There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.
- Occasional physical risks relating to intervention and incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological and/or physical disabilities.

Knowledge, Skills and Experience

- Will have met Higher Level Teaching Assistants' standards that are set at Level 4 of the National Qualifications Framework or equivalent qualifications or experience; numeracy and literacy skills equivalent to NVQ Level 2 in English and Maths; training in relevant learning strategies e.g., literacy; specialist skills/training in curriculum or learning area e.g., bilingual, sign language, ICT, therapeutic techniques.
- Experience of delivering reading and/or literacy interventions and support with a proven track record of success
- Will have awareness of national frameworks, typical curricular, teaching methods and expectations in the key stages or phases.
- Able to use ICT effectively to support learning; full working knowledge of relevant policies, codes of practice and legislation; working knowledge and experience of implementing national/foundation stage curriculum and other relevant teaching programmes/strategies; good understanding of child development and learning processes; understanding statutory framework relating to teaching; understand the legal definition of Special Educational Needs and familiar with guidance in SEN Code of Practice; ability to organise, lead and motivate others, consistently improving own practice/knowledge through self-evaluation and learning from others; ability to relate well to pupils and adults; work constructively as part of a team; ability to organise, lead and motivate a team of adults working in the classroom; understanding classroom roles and responsibilities.
- Personal qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, good oral communication skills.
- Extensive experience of working with pupils of the relevant age in an educational setting.

Other Requirements

- Responsible for the health and safety and welfare of themselves and others.

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- To be responsible for the safeguarding and promotion of the welfare of children.
- To be a team player and contribute within your own capabilities towards the Trust vision
- To attend mandatory training courses, e.g., related to child protection
- To carry out lunch and/or break time duty supervision as directed
- The post-holder may from time to time be required to carry out other duties commensurate with the role

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	Higher Level Teaching Assistants' standards that are set at Level 4 Numeracy and literacy skills equivalent to NVQ Level 2 in English and Maths	Worked in a Primary school setting or Nursery
Knowledge/Skills	Show discretion, loyalty, commitment, patience, flexibility and good personal organisation. To be a team player.	Able to use ICT effectively to support learning.