



Job Title:	Higher Level Teaching Assistant (HLTA)
Grade:	8
Responsible To:	Headteacher; Governors
Responsible For:	Day to day management of TAs, Classroom volunteers.
Key Relationships/ Liaison with:	Teachers, Other classroom support staff, Leadership team, SENDCo, Other agencies.
Job Purpose:	An HLTA will work under the direction and supervision of a teacher to contribute to the planning, delivery and evaluation of learning activities for whole classes, groups and individual pupils. Specified work may be delivered to whole classes, without the presence of a teacher, on an ongoing basis as part of routine timetabling (e.g. PPA provision) and/or on a more ad hoc basis as part of the school's strategy for planned absences of up to 3 days. HLTAs may also undertake day-to day management responsibility for TAs and classroom volunteers; and contribute to policy and strategic development.
Occupational Standards:	HLTA Standards or Qualified Teacher Status (QTS)

MAIN DUTIES AND RESPONSIBILITIES:

- 1 To contribute to the planning, delivery and evaluation of whole class learning activities, including delivering lessons to the whole class without a teacher being present and feeding back on pupil engagement and achievement.
- 2 To contribute to the planning, delivery and evaluation of learning activities for groups and individual pupils, planning your own role and providing feedback on pupil engagement and achievement.
- 3 To devise, organise and manage clearly structured learning activities for individuals, groups and whole classes, that interest and motivate pupils and advance their learning, monitoring responses and modifying your approach accordingly.
- 4 To organise and manage learning activities in ways which keep learners safe.
- 5 To promote and support the development of pupil's self-reliance, self-esteem and emotional resilience.
- 6 To monitor and evaluate learners' progress against National Curriculum age related expectations and school objectives, using a range of assessment techniques to provide focused support and feedback.
- 7 To support the physical, intellectual, emotional and social development of pupils, contributing to planning and facilitating children and young people's learning and development.

- 8 To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
- 9 To develop positive relationships with colleagues, providing consistent and effective support and directing the work, where relevant, of other adults in supporting teaching and learning.
- 10 To support pupils to improve their mathematics and English skills through focused learning activities and more generally across the curriculum.
- 11 To prepare and utilise IT resources to support your professional activities and to advance pupils' learning.
- 12 To contribute to the selection, preparation and use of resources suitable for engaging children and young people in planned and unplanned learning activities.
- 13 Having regard to equality of opportunity, to provide care and encouragement to all pupils, planning for and supporting their participation in structured and unstructured activities (timetabled and during breaks if required) and liaising, if required, with parents / carers / other professionals as appropriate.
- 14 To provide support for bilingual / multilingual pupils if required.
- 15 To invigilate or provide authorised SEND support for internal and external tests and examinations under formal conditions.
- 16 To assist with the maintenance and analysis of pupil record keeping systems, including recording agreed updates and assessments to individual records.
- 17 To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
- 18 To supervise a whole class for not more than 3 consecutive days in the event of the unplanned absence of the teacher, ensuring that the pupils are engaged in work and activity as set by a teacher, and managing any behaviour issues that may arise in accordance with school policy.
- 19 To advance the learning of a whole class for not more than 3 consecutive days in the event of the planned absence of the assigned teacher, ensuring that the pupils are engaged in appropriate learning activities and managing any behaviour issues that may arise in accordance with school policy.
- 20 To have responsibility for the day to day management of other Teaching Assistants in order to develop their working practices, support them in identifying their own learning needs and help provide opportunities to address these needs as appropriate.
- 21 To support and motivate volunteers, including briefing them on their responsibilities, giving them feedback on their work, and assisting them to resolve any problems that may arise.
- 22 To contribute to the development and review of policies and practices relevant to classroom support staff.
23. To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
- 24 To support, as appropriate, in instances where pupils are unwell whilst at the school.*

- 25 To provide toileting support to pupils as necessary.*
- 26 To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being.

* first aid should only be provided by staff who hold appropriate first-aid qualifications. However, any member of staff may be required to provide general support to a child who is unwell or receiving first aid treatment

** these duties only to be undertaken after appropriate risk assessment and training have been provided.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) The postholder may be required, at times, to work across other schools / establishments / relevant agencies in the locality.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 & 2020) (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.



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	Essential	Desirable	How assessed
<p><u>Qualifications</u></p> <ul style="list-style-type: none"> HLTA status (or QTS) Level 2 qualifications, or equivalent, in maths and English Emergency First Aid in Schools 	<p>✓</p> <p>✓</p>	<p></p> <p>✓</p>	<p>App/Doc</p> <p>App/Doc</p> <p>App/Doc</p>
<p><u>Experience</u></p> <ul style="list-style-type: none"> Experience of supporting planning, evaluation and delivery of learning activities for children and young people in a formal setting. Experience of first level line management 	<p>✓</p>	<p></p> <p>✓</p>	<p>App/Int/ Ref</p> <p>App/Int/ Ref</p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> Knowledge of child protection, health and safety procedures and their application in a school setting. Awareness of a range of frameworks that support the education, development and well-being of children. 	<p>✓</p> <p>✓</p>	<p></p>	<p>App/Int/ Ref</p> <p>App/Int/ Ref</p>
<p><u>Skills/Attributes</u></p> <ul style="list-style-type: none"> Ability and willingness to undertake professional development. Good interpersonal skills. Empathy with children and young people. Ability to effectively manage pupil behaviour in accordance with school policy and procedure. Ability to work effectively as part of a team. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p></p>	<p>App/Int</p> <p>Int/Ref</p> <p>Int/Ref</p> <p>Int/Ref</p> <p>Int/Ref</p>

	Essential	Desirable	How assessed
<u>General Circumstances</u> <ul style="list-style-type: none"> An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. 	✓		App/Int
<u>Factors not already covered</u> Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g. Certificates)