



Dereham Church of England Junior Academy

Headteacher: Mrs Kelly Scott

Littlefields, Dereham, Norfolk NR19 1BJ

Email: office@derehamjunior.dneat.org

Tel: 01362 693876

Web: www.derehamjunior.dneat.org



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Higher Level Teaching Assistant (Whole School Cover) (HLTA) - Job Description

Scale F – Point 12-17

Role and Context	
Job Purpose	<p>To complement the professional work of teachers by taking responsibility for programmes under an agreed system of supervision.</p> <p>This position is to work in classes across the school role, where you may be covering in classes to allow the teacher to undertake monitoring activities or CPD, or to cover for staff absence. You will not be based in a single class, but may support classes and individuals when you are not required to cover.</p> <p>Your role will involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring students and assessing, recording and reporting on students' achievement, progress and development under an agreed system of supervision.</p>
Context	Job Family: Classroom (including teaching) and Pastoral
Other Job Information	(As per Job Description) Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the academy, cover classes to allow teachers to undertake specific activities. This role will involve you working across the school, from Year 3 to Year 6.

Principal Accountabilities

Support for Teachers

- Organise and manage appropriate learning environment and resources
- Cover absence of staff in classes across the school
- Provide cover for teaching staff to allow them to undertake CPD, monitoring or other agreed activities
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-regulation and independence
- Produce lesson/intervention plans, worksheet, plans, etc. if required
- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Administer and assess/mark tests and invigilate exams/tests if required
- Provide cover, planned and dynamic, including absence and PPA.

Support for Pupils

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning



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- Establish productive working relationships with students, acting as a role model and setting high expectations in terms of learning and behaviour
- Promote the inclusion and acceptance of all students within the classroom
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise achievement of self-reliance
- Provide feedback to students in relation to progress and achievement
- Support students consistently whilst recognising and responding to their individual needs.

Support for the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- Deliver local and national strategies and a broad and balanced curriculum and make to support the development of students' skills
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- If appropriate, advise on appropriate deployment and use of specialist aid/resources/equipment
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.

Support for the Academy

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the Academy
- Where appropriate, establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- If required, deliver out of school learning activities within guidelines established by the academy
- To support, uphold and contribute to the development of the Academy's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Take the initiative as appropriate to develop multi-agency approaches to supporting students.

Administration

- Support the assessment procedures for children you work with at the Academy



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- Support the implementation of One Page Profiles, Support and Intervention Plans (SIPs) or any other plan put in place for pupils
- Monitor and report on the implementation of all Support Plans and assist with record keeping
- Assist, as requested, in the preparation and review of all Support Plans.

Resources

- Help students access specialist learning resources as required
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for children you work with.