



BELMONT SCHOOL

Higher Level Teaching Assistant (HLTA) job description

G5 point

Reports to: Deputy Headteacher/SENDCo

Main purposes of the job

Working under the direction and within an agreed system of supervision from a qualified teacher.

- To undertake work and responsibilities in line with the Training and Development Agency for Schools (TDA) standards for higher level teaching assistants (HLTA).
- To contribute to planning, preparing and delivery of agreed work and mainstream whole class teaching when the class teacher is not present.
- To advance pupils learning in a range of classroom settings, including working with whole classes where the assigned teacher is not present working with pupils who have multi barriers to learning.
- To contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of pupils working with pupils who have SEND, Autism and/or Learning Disabilities.
- Under an agreed system of direction and supervision carry out timetabled PPA cover for teachers within agreed staffing levels and appropriate risk assessments.
- To use behaviour management strategies in line with the school's policy and procedures, which contribute to a purposeful learning environment for pupils appropriate to their age and special educational needs.
- To allocate and organise duties.
- To provide support and training of other Teaching Assistants.
- To promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.

In addition to the duties of an G3 LSA

Support for pupils

- To support working relationship with the pupils, acting as role model and setting high expectations.
- To deliver and support pupils learning in the most effective way working with multidisciplinary teams.
- To have experience of working with pupils' with SEND and being able to deliver appropriate programmes such as Speech and Language Therapy, Occupational Therapy with appropriate support.
- To follow support plans for pupils to support learning in the most effective way.
- To recognise that pupils may have communication difficulties and to act sensitively to their differing needs using alternative communication strategies if required.
- To assist the pupils with intimate care needs which may include social, health, hygiene and welfare matters. This could include the changing of incontinence pads/soiled clothing and agreed local manual handling procedures and following a programme for prescribed medication under agreed guidance.
- To support pupils with special educational needs through the delivery of specific learning programmes to contribute to setting support plan targets and to reviews.
- To encourage pupils to interact and work co-operatively, ensuring all pupils are engaged in activities appropriate for their age and special needs which may include participating in physical activities if required.
- To provide support in the delivery of the National Curriculum.
- To undertake monitoring and assessment of pupils work and working closely with other professionals and following their designed programme for individual pupils i.e. occupational health, speech therapists and physiotherapists.
- To provide feedback to pupils in relation to their progress and achievement.

Support for teachers

- Plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- To monitor and evaluate pupils responses to learning activities and note their progress towards targets.



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- Use the school's behaviour policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Produce lesson plans, worksheets, plans etc.

Support for the curriculum

- Deliver learning activities to pupils, adjusting activities according to pupil's responses/needs.
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs taking into account complex and profound learning difficulties.
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural background.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the school

- Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to the named/appropriate person.
- Administer and invigilate exams/tests.
- To work in an environment where there is a varied intensity of demands from the pupils and where physical intervention may be needed to ensure the safety of the child and of others.
- Deliver 'out of school' learning activities e.g. field trips within guidelines established by the school.
- To attend relevant meetings and participate in training and development opportunities as appropriate.
- To assist with the general pastoral care of pupils, including helping pupils who are unwell, distressed or unsettled and have emotional and behavioural difficulties.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher to support the achievement and progress of pupils.
- Use expertise to advise and support others as appropriate.
- To adhere to the school health and safety policy including risk assessment and safety systems.
- To adhere to school policy on equality and diversity.

Line management responsibilities where appropriate

- Liaise between managers/teaching staff and HLTAs/LSAs.
- Hold regular team meetings with managed staff.
- Organising feeding and changing rotas
- Represent HLTAs/LSAs at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other HLTAs/LSAs

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced DBS check and other relevant safeguarding checks.

Person Specification

Essential Requirements

Education and Experience

- HLTA Status



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- Good numeracy and literacy skills.
- Experience of working with relevant age groups within a learning environment.
- Experience of working with children with complex and profound additional needs
- Experience of general clerical/administrative work.
- Experience in a relevant discipline.
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Knowledge, Skills and Abilities

- Ability to work well as part of a multidisciplinary team.
- An understanding of classroom roles and responsibilities.
- Able to use basic ICT including computer, audio, video equipment and photocopier.
- Good keyboard skills and knowledge of relevant ICT packages.
- Knowledge of relevant policies and codes of practice and awareness of relevant legislation.
- An ability to understand the principles of child development and learning processes and in particular barriers to learning.
- Ability to relate well to children.
- Ability to relate well to adults.
- Ability to understand roles of parents and carers in pupil learning and demonstrate ability to liaise with them sensitively and effectively.
- Ability to observe, monitor and provide constructive feedback on pupils progress.
- Ability to provide necessary personal care to children including manual handling and toileting.
- Ability to stay calm and be patient and understanding when dealing with children
- To be able to deal with inappropriate behaviour in a calm and non-judgemental way following school guidance. Ability to successfully complete first aid training as required.
- Ability and willingness to identify own training needs and participate in training.
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.