

Post: HLTA

To commence ASAP, fixed term to 31.08.25.

Term time plus INSET (39 Weeks)

Grade: Grade F – Point 12 to 19

Responsible to: Headteacher & SLT

JOB PURPOSE

To work with teachers as part of a professional team to support learning activities for classes. The primary focus will be to deliver support across the school, working under the professional direction of a teacher and within an agreed system of supervision in delivering lessons set by or with teachers. Will have specialist skills e.g. special needs

MAIN DUTIES

Support for the Pupil

- Promote inclusion and acceptance of all pupils
- Provide consistent support to all pupils, responding appropriately to individual pupil needs
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure

(in conjunction with the teacher)

- Working alongside class teachers plan, prepare and deliver learning and assess, record and report on development, progress and attainment resolving all but the most complex problems independent
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations
- Develop and implement individual learning plans
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- Production of lesson plans, worksheets, learning objectives, etc, within agreed system of supervision
- Assist with the display of children's work



- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests
- Use teaching and learning objectives to plan challenging targets and to evaluate and adjust lesson/work plans as appropriate within agreed systems of supervision
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests
- Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with established school policy
- Support the role of parents in pupil's learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.

Support for the Curriculum

- Deliver learning activities/programmes, adjusting activities according to pupil learning styles and individual needs within agreed system of supervision
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use
- Assist pupils to access learning activities through specialist support, e.g. curriculum/SEN specialism
- Select and prepare required resources to lead learning activities, taking account of pupil's interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development/improvement plan
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils taking the initiative to develop appropriate multi-agency approaches
- Attend and participate in regular meetings as appropriate
- Participate in training and other learning activities as required
- Establish own best practice and lead specialist area and use to support others
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours

- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

PERSON SPECIFICATION

	Essential (E) or Desirable (D)
<p><u>Skills</u></p> <ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build and maintain effective working relationships with all pupils and colleagues • Ability to organise, lead and motivate a team of staff, ensuring effective communication and deployment, and demonstrate the potential to effectively manage a team of staff • Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate • Ability to adapt own approach in accordance with pupil needs • Ability to continually develop and extend own working practices • Demonstrate the potential to contribute to the School Senior Management Team • Excellent personal numeracy and literacy skills 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas, etc • Understanding of principles of child development, learning styles and independent learning • Minimum 4 years experience of working with children in an educational setting (within specified age range/subject area) • Working knowledge of relevant policies/codes of practice/legislation • Understanding of statutory frameworks relating to teaching and learning • Understanding of inclusion, especially within a school setting • Experience of resources preparation to support learning programmes • Effective use of ICT to support learning • Understanding of other basic technology – video, photocopier 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>
<p><u>Qualifications and Training</u></p> <ul style="list-style-type: none"> • Requirement to complete DfES Teacher Assistant Induction Programme • NVQ III or equivalent in teaching assistance • Willingness to participate in relevant training and development opportunities including higher level teaching assistant training • Training in the literacy/numeracy strategy • Training in special educational needs strategies • Willingness to undertake appointed person certificate in first aid administration 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p>



Professional Values and Practice

Must be able to demonstrate the following:

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| <ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements | E |
| <ul style="list-style-type: none"> • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | E |
| <ul style="list-style-type: none"> • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work | E |
| <ul style="list-style-type: none"> • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice | E |
| <ul style="list-style-type: none"> • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning | E |
| <ul style="list-style-type: none"> • Able to improve their own practice through observations, evaluation and discussion with colleagues | E |

