



## JOB DESCRIPTION

**Job Title:** Higher Level Teaching Assistant (HLTA)

**Employer:** University of Brighton Academies Trust

**Location:** Academy

**Grade:** 8

**Responsible to:** Principal

### PURPOSE OF THE ROLE

To plan, deliver and assess whole class learning activities, covering class teachers as required.

To undertake additional short-term cover in the absence of the teacher as required.

### KEY RESPONSIBILITIES

1. To plan and deliver teaching sessions to cover any teacher absence including PPA and sickness.
2. To support pupils' learning and to contribute effectively and with confidence to the classes in which you are involved.
3. To be familiar with the academy curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.
4. To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme.
5. To use ICT to advance pupils' learning, and use common ICT tools for personal and pupils' benefit.
6. To use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning.
7. To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
8. To work collaboratively with colleagues, knowing when to seek help and advice, contributing effectively to teachers' planning and preparation of lessons.
9. To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.

10. To support teachers in evaluating pupils' progress through a range of assessment activities and contribute to maintaining and analysing records of pupils' progress. To monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
11. Under the direction of the teacher, carry out observations of pupils to gather evidence and monitor progress of their knowledge, understanding and skills.
12. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
13. Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
14. To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
15. learning.
16. To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
17. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
18. To ensure that everyone is treated as individuals with respect and full consideration, in line with the Equal Opportunities Policy.
19. To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures and accompany teachers and pupils on educational visits and trips as required.
20. To attend parent's evenings/open days/academy events as required. This may include out of hours educational visits, summer fayres etc.
21. To have high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
22. To promote the acceptance and inclusion of the children with SEND, encouraging children to interact with each other in an appropriate and acceptable manner.
23. To promote positive values, attitudes, social skills and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
24. To help ensure that the Academy meets health and safety plus hygiene requirements and to report any issues to a senior member of staff.
25. To adhere to the safeguarding policies, especially the Code of Conduct, retaining confidentiality regarding all matters, including those linked to home, pupils and members of staff.
26. To undertake playground / lunchtime supervision as required.
27. To keep up to date with developments in education through regular training as appropriate.
28. To attend staff briefing and CPD opportunities, including INSET days and any other meetings as appropriate.

## PERSON SPECIFICATION

REQUIREMENT	CRITERIA	ASSESSMENT METHOD		
		APPLICATION	INTERVIEW	EXERCISE
<b>EDUCATION AND QUALIFICATIONS</b>				
Essential	Achievement of the Professional Standards for Higher Level teaching Assistants or able to Demonstrate equivalent experience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	A qualification in English/literacy and mathematics/numeracy equivalent to at least Level 2 of the National Qualifications Framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>KNOWLEDGE AND EXPERIENCE</b>				
Essential	Knowledge of the statutory framework relevant to the HLTA role	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	Specialist knowledge an experience e.g in behaviour management, pastoral care, early years or special educational needs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given the SEN Code of Practice	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	Knowledge of the key factors that affect the way pupils learn	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	Experience of working as a Teaching Assistant or equivalent	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of using ICT to advance pupils learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

*Inspiring our children and staff to flourish and achieve their best*

Desirable	Experience of working in a range of settings or with more than one year group	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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## KEY SKILLS AND ABILITIES

Essential	Ability to contribute effectively to teachers' planning and preparation of lessons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to plan own role in lessons including how feedback will be provided to pupils	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to contribute effectively to the selection and preparation of teaching resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to support teachers in evaluating pupils progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to monitor pupils responses to learning and modify approach accordingly	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	Ability to contribute to the maintenance of records of pupils progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to communicate effectively and sensitively with pupils to support their learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Essential	Ability to work collaboratively with colleagues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to guide the work of other adults in the learning environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## PERSONAL ATTRIBUTES

Essential	A commitment to the learning of all pupils	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	A commitment to improving own practice through observation, evaluation and discussion with colleagues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	A commitment to Equal Opportunities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## ADDITIONAL INFORMATION

This post will be subject to an Enhanced DBS Check.

This post is exempt from the Rehabilitation of Offenders Act (1974) – Applicants must be prepared to disclose all criminal convictions and cautions, including those that would otherwise be spent under the Act.

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The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## DOCUMENT INFORMATION

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may, however, be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Approval Date: