

CHANCERY EDUCATION TRUST

Job Description & Person Specification

Chancery Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Job Title:	HLTA
Line Management:	Executive Headteacher/Headteacher/Head of School/Principal

Key Functional Relationships
<ul style="list-style-type: none"> • CEO • Executive Headteacher/Headteacher/Head of School/Principal and Strategic Leadership and Management Team • All teaching and support staff • Students & parents • Local Governing Board • Consultants and advisors • External bodies

Generic Responsibilities
<ul style="list-style-type: none"> • To commit to the Trust aims for safeguarding and promoting the welfare of children and young people • To work with the leadership team and all staff to establish a thriving, high achieving learning community • To work collaboratively in order to renew, develop and share the vision for the Academy/School and the Learning Community • To be committed to continuous professional development relevant to the post including national development and personal training, needs supporting future career development • To exhibit professional attitudes and encourage professional attitudes amongst all staff • To contribute, at the appropriate level, to the development, monitoring, evaluation and review of the Academy/School's work • To attend relevant meetings and to attend committees or working parties at whole Academy/School level, when required • To encourage and foster active and constructive links with parents and members of the wider community • To develop and maintain effective and positive working relationships with all partners and community organisations • To promote and support the extra-curricular provision • To commit to race and gender equality and opportunities for all • To be aware of, adhere to and promote policies, procedures and codes of conduct ensuring you adhere to updates and amendments • The willingness and ability to be deployed in any Academy/School within the Trust as the need arises • To undertake any other duties commensurate with the post, as directed • To uphold standards in public life

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Shared Responsibilities

- To have a good understanding of current educational theory and practice
- Under an agreed system of supervision: take a lead role within the Academy/School to address the needs of pupils who need particular help to overcome barriers to learning
- To line manage support staff, direct duties and supervise implementation of support programs as appropriate
- Act as a professional role model in both manner and appearance
- Promote the inclusion and acceptance of all pupils within the Academy/School
- Deliver staff training and disseminate what has been learned from undergoing training and development opportunities

Specific Responsibilities

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

SUPPORT FOR PUPILS

- Take a lead role in managing and delivering pastoral support to pupils
- Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Undertake comprehensive assessments of pupils to determine those in need of particular help
- Assist teachers with the development and implementation of individual Education/Behaviour/Support/Mentoring plans
- Take a lead role in the provision for gifted and talented pupils, those with special needs and FSM students
- Establish productive working relationships with pupils, acting as a role model
- Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Take a lead role in managing the speedy/effective transfer of pupils from other schools/across phases/integrations of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc

SUPPORT FOR TEACHING STAFF

- Manage liaison with feeder schools and other relevant bodies to gather pupil information
- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording

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- Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence
- Manage record keeping systems and processes, including updating target tracker
- Take a lead role in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. Registration, truancy, pastoral systems etc.
- Administrative support e.g. Photocopying, typing, filing, dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc. making phone calls etc

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Actively seek information and utilise the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

SUPPORT FOR THE ACADEMY/TRUST

- Be aware of confidential issues linked to home/pupil/teachers/school/work and to keep confidences as appropriate
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the Academy/School
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class – e.g., anger management
- Cover and/or teach classes as need arises through the Academy/School
- Cover PPA lessons if necessary

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Liaise between Managers/Teaching Staff and Teaching Assistants
- Represent Teaching Assistants/Para Professionals at teaching staff/management/other appropriate meetings

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EQUALITIES

- Ensure implementation and promotion in employment and service delivery of the Academy/School's equal opportunities policies and statutory responsibilities

Notes:

The above responsibilities are subject to:

- This Job description can be amended at any time after consultation between the post holder and the Executive Headteacher/Headteacher/Head of School/Principal
- It is likely that the responsibilities above could change as the strategic leadership and management team develops

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Person Specification

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Person Specification

Key Areas of Higher Level Teaching Assistant (HLTA)	Essential Attributes	Desirable Attributes
Education & Experience	<ul style="list-style-type: none"> • Meet HLTA standards • Hold relevant qualifications at a level equivalent to at least NVQ Level 3 • Demonstrable levels of numeracy & literacy equivalent to GCSE (Grades 9-4) • Attend induction as appropriate and training relevant to the post, including behaviour management and Child Protection training • Training in relevant learning strategies e.g. literacy • A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting • Evidence of specialism in specific curriculum areas or areas of particular learning difficulty • Experience of teaching whole classes 	
Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of the requirements of the national literacy and numeracy strategies • Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies • Understanding of behaviour management strategies. • Understanding of First Aid procedures • Ability to work collaboratively with school networks, outside agencies and other professionals 	
Skills	<ul style="list-style-type: none"> • Have good leadership and management skills • Effective oral and written communication skills • Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts • Good organisational and time management skills • Sound IT skills to support learning and maintain electronic information systems 	

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Abilities	<ul style="list-style-type: none"> • Able to form and maintain appropriate professional relationships and boundaries with children and young people • Ability to organise, lead and motivate a team • Ability and willingness to work constructively as part of a team • Ability to supervise pupils effectively both in and out of school in line with the Trust's behaviour policy • Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L • Ability to deal with sensitive information in a confidential manner • Ability to help children and young people to transfer their learning to other parts of their lives • Ability to provide a good role model to young pupils and adults • Ability to work in partnership with parents and teachers • Ability to use own initiative and work flexibly 	
Personal Qualities	<ul style="list-style-type: none"> • High levels of drive and energy • High levels of interpersonal skills • Ability to work to tight deadlines • Good organisation and time management and able to manage priorities and meet deadlines whilst remaining methodical and giving attention to detail • Ability to support, motivate and inspire others • Sense of humour, positive outlook • Ability to impose calm • Ability to work as part of a team • Passionate about learning and teaching • Displays warmth, care and sensitivity with children • Open minded, self-evaluative and adaptable to changing circumstances and new ideas • Able to enthuse and reflect upon experience • Willingness to be involved in the wider life of the Academy/School • To uphold standards in public 	
Other	<ul style="list-style-type: none"> • Willingness to attend school training sessions • Empathy with young people facing barriers to their learning • A commitment to helping young pupils achieve, through education and learning • An understanding of and a genuine commitment to Equal Opportunities • Maintain appropriate levels of confidentiality with regards to school business 	

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