

HLTA Job Description & Person Specification

HLTA Person Specification

SCHOOL:	Seymour Park Community Primary School
POST HELD:	HLTA with responsibility for Cognition and Learning (C&L)
SALARY SCALE:	Band 5 points 19 to 22
HOURS OF DUTY:	Full time
RESPONSIBLE TO:	SENDCO and Senior Leadership Team

MINIMUM ESSENTIAL REQUIREMENTS		
Qualifications and Experience	Essential/ desirable	METHOD OF ASSESSMENT
HLTA or above in an appropriate subject area, or willingness to begin training.	E	A,C
A good standard of spoken and written English and Mathematics (GCSE C or better).	E	A,C
Recent experience of working with primary aged children with C&L needs.	E	A/I
Working in a primary school as TA3 or HLTA.	E	A/I
Experience of working effectively with multiple agencies and parents	E	A/I
Qualifications relevant to supporting children with C&L needs.	D	A/I/C
Experience of coordinating support for children	D	A/I
Experience of supporting staff such as training and mentoring	D	A/I
Experience of leading classes for cover.	D	A/I
Knowledge and Skills		
Knowledge of moderate, severe, specific, multiple and profound learning difficulties and SEND	E	A
Able to challenge children by delivering high-quality learning support	E	A/I
Able to nurture positive relationships with and between children.	E	A/I
Excellent oral and written communication skills.	E	A/I

Able to support staff to achieve best outcomes for children	E	A/I
Able to thrive as part of a team.	E	A/I
A strong knowledge of the primary curriculum and outcomes with high expectations for what all children can achieve	D	A/I
A good knowledge of how children learn	D	A/I
Good IT skills.	E	A/I
Knowledge of interventions and assessment	E	A/I
Manage behaviour effectively for individuals, groups and classes	E	A/I

Personal Qualities		
Able to understand the needs of children and put them first.	E	A/I
Able to build and maintain positive and productive working relationships with children, colleagues and parents.	E	A/I
Committed, organised, flexible, patient and positive	E	A/I
Enthusiasm and a passion for learning	E	A/I
Commitment to professional development	E	A/I
Willingness to share good practice	E	A/I
Committed to valuing children's rights (UNCRC)	E	A/I
Respect for the culture and beliefs of others	E	A/I
Other		
Willingness to involve yourself in the life of the school.	E	A/I
Willingness to undertake training in relation to this post.	E	A
Provide intimate care.	D	I

E = Essential D = Desirable
A = Application I = Interview C = Certificate R = Reference

Seymour Park Community Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Any offer of employment will be subjected to receipt of all satisfactory safeguarding checks and a DBS enhanced disclosure.

Job Description

NJC LEVEL 4 - To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training

SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement support plans and EHCPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence eg EHCP applications
- 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-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.

- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 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 backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

SUPPORT FOR THE SCHOOL

- 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 pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils eg Education Psychology
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils eg SARF, TAF
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Occasional cover supervision following absences of teaching staff.

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants