



## **JOB DESCRIPTION**

**JOB TITLE:** Higher Level Teaching Assistant (HLTA) Band E

**RESPONSIBLE TO:** Class Teacher, Team/Phase Leader, Deputy/Assistant Head, Headteacher, SI Lead, CEO

## **KEY PURPOSE OF THE JOB**

All aspects of this Job Description are to be carried out within a system of supervision by qualified teachers to complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

- To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources.
- To provide support for children, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all vulnerable groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.
- The role may involve planning, preparing and delivering learning activities for individuals/groups or short-term cover for whole classes; <sup>1</sup> monitoring pupils and assessing, recording and reporting on pupil achievement, progress and development.
- Being responsible for the management and development of a specialist area within the school and/or support of other Teaching Assistants including allocation and monitoring of work, training and mentoring.

### **Main Duties:**

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential, working within the established routines in place for each class.
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers.

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<sup>1</sup> Short term cover for whole classes: When this involves covering the sickness absence of a teacher, as a guide this will normally be for up to and including, the first 10 days of absence. If the absence continues beyond this point, the school will liaise with the HLTA as to how the class will continue to be covered, based on individual circumstances. Where one-off sessions of cover are required that are in addition to the HLTA's planned cover timetable, as a guide this could reasonably be expected to be for up to 20-30% of the individual's weekly timetable. However, additional cover could be required in exceptional circumstances.

5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people.
6. Demonstrate a commitment to collaborative and cooperative working with colleagues.
7. Improve their own knowledge and practice including responding to advice and feedback.

#### **Professional Knowledge and Understanding:**

8. Understand the key factors that affect children and young people's learning and progress, especially for disadvantaged or vulnerable learner.
9. Know how to contribute to effective personalised provision by taking practical account of diversity.
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Maths/numeracy.
12. Know how to use IT to support their professional activities.
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs and disabilities (SEND) code of practice and disabilities legislation.
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

#### **Professional Skills:**

Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher (or another SLT member) of the school.

#### **Planning and Expectations:**

17. Use their area(s) of expertise to plan and prepare learning activities.
18. Use their area(s) of expertise to plan their role in learning activities.
19. Devise clearly structured activities that interest and motivate learners and advance their learning.
20. Plan how they will support the inclusion of the children and young people in the learning activities.
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

#### **Monitoring and Assessment:**

22. Monitor learners' responses to activities and modify the approach accordingly.
23. Monitor learners' progress in order to provide focused support and feedback.
24. Support the evaluation of learners' progress using a range of assessment techniques.
25. Contribute to maintaining and analysing records of learners' progress.

#### **Teaching and Learning Activities:**

26. Use effective strategies, such as trauma informed, to promote positive behaviour.
27. Recognise and respond appropriately to situations that challenge equality of opportunity.
28. Use their IT skills to advance learning.
29. Advance learning when working with individuals.

30. Advance learning when working with small groups.
31. Advance learning when working with whole classes without the presence of the assigned teacher.
32. Organise and manage learning activities in ways which keep learners safe.
33. Direct the work, where relevant, of other adults in supporting learning.

#### Other:

- Any other duties required by the class teacher, Assistant/Deputy Headteacher, Headteacher, SI Lead, CEO or COO which is within the scope of this post.
- HLTAs will predominantly work in their base schools, but will need to be flexible enough to work in other Trust schools if the need arises.
- HLTAs will have an appropriate percentage of paid time within their contracted hours set aside to enable them to plan and prepare for their own sessions/lessons and to liaise with their class teacher/s. This will be determined by each school. HLTAs will not be given TOIL for covering classes.
- To use IT systems as required to carry out the duties of the post in the most efficient and effective manner.

#### General

- Support the Trust's commitment to safeguarding children and promoting their welfare and wellbeing at all times.
- Contribute to the overall ethos, work, aims and objectives of the Trust.
- Participate in training, other learning activities and performance management as required.
- Attend school and Trust meetings as required.
- Treat with confidentiality any personal, private or sensitive information received.
- Work collaboratively with staff across the Trust.
- Carry out the duties of the post with due regard to the Trust's equal opportunities policy, safeguarding, prevent, UK GDPR / data protection, finance, performance management and health and safety procedures and all other staff policies and procedures.
- This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which the post holder will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect the changing needs and circumstances. The job holder is expected to comply with any reasonable requests.

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### PERSON SPECIFICATION

#### Experience

- Experience working with children of relevant age in a learning environment.
- Experience of working with vulnerable pupils and/or those with additional needs.

#### Qualifications

- Meet Higher Level Teaching Assistant (HLTA) standards or equivalent qualification or experience.
- Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.
- Training in the relevant learning strategies e.g. literacy.
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, IT.

#### Knowledge/Skills

- Effective use of IT to support learning.

- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes .
- Understanding of statutory frameworks relating to teaching.
- Ability to organize, lead and motivate a team.
- Constantly improving own practice/knowledge through self-evaluation and learning from others.
- Ability to relate well to children and adults .
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

#### Personal Qualities and Attributes

- Flexible and pragmatic approach to change.
- Self-motivated and resilient.
- Calm, professional and diplomatic approach to work.
- Sense of humour.

#### Safeguarding Children

- Commitment to safeguarding and promoting the welfare of children and young people.

Signed \_\_\_\_\_  
Employee

Date \_\_\_\_\_