

Job Description

Higher Level Teaching Assistant (HLTA)

Person to whom HLTA is responsible to: - Principal

This job description may be amended at any appropriate time, following consultation between the Principal and the post holder and will be reviewed annually.

Core purpose of post

To complement the professional work of teachers by taking responsibility for agreed learning activities. To support pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Take responsibility for the management and development of inclusion with a specific focus on pupils with SEN.

Knowledge and understanding

- Have an up-to-date working knowledge of the National Curriculum and the expectations for each year group within this.
- Understand how a pupil's learning is affected by their physical, intellectual, emotional and social development, and understand the stages of child development.
- Make effective and efficient use of ICT for classroom and management support.
- Be familiar, and keep up to date, with the school's systems and structures as outlined in policy documents including Health and Safety and Child Protection Policies.
- Be familiar and up to date with SEN Code of Practice.

CEO: Mr C Hill
Mountbatten Way, Raunds,
Wellingborough, Northamptonshire
NN9 6PA

T: 01933 623921
E: enquiries@neneeducationtrust.org.uk
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Communication and engagement with children and their families

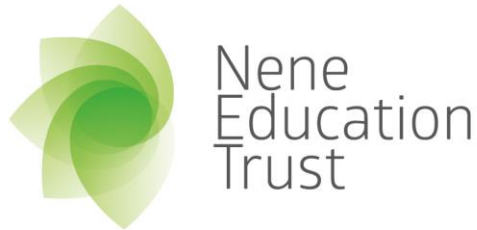
- Establish constructive relationships with parents/carers, exchange information, facilitate their support for their child's attendance, access and learning and support home to school and community links.
- Provide advice and guidance as required and appropriate.
- Develop and use effective communication systems appropriate to the audience.
- Provide support and encouragement to children and young people.

Teaching Learning and Class Management

- Within an agreed system of supervision plan teaching and learning objectives and evaluate and adjust lessons/work plans as appropriate.
- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Take an appropriate role in the development and implementation of appropriate behaviour management strategies.
- Provide accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence to support documentation of teachers.
- Work with the school's agreed behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Participate in the marking of pupils' work and accurately record achievement/progress.

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- Encourage children to value their experiences and knowledge.

Safeguarding and promoting the welfare of the child

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security.
- Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.
- Have an awareness and basic knowledge where appropriate of the most recent legislation.

Multi agency working

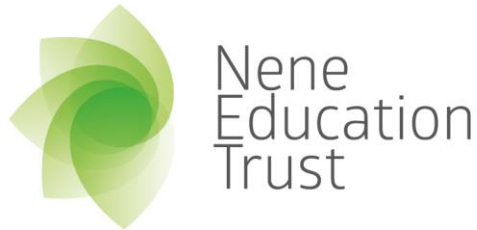
- Play an appropriate part in establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children and families where appropriate.

Sharing information

- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Use clear language to communicate information unambiguously to others including children, young people, their families and carers.
- Liaise between leaders/teaching staff and teaching assistants in the school.
- Attend staff meetings, training days and management meetings by agreement with the Principal.

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- Understand the appropriate methods of sharing information with outside agencies e.g. requests for outside agency involvement, requests for statements, CAFs.

Administration

- Organise and manage an appropriate learning environment and resources.
- Use ICT to advance pupils' learning, use common ICT tools for own and pupils' learning.
- As required, assist with administrative support e.g. dealing with correspondence, making phone calls.
- Support the management and the team of support staff working across the school.
- Participate in the recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school.

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
- Be aware of the need to take responsibility for your own professional development.
- Actively engage with the annual performance management process.

Other

To perform any other relevant duties required by the Principal.

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HLTA Person Specification

Attributes	Essential Criteria	Desirable Criteria
Qualifications & Training	<ul style="list-style-type: none"> GCSE Grade C or equivalent in English and Maths 	<ul style="list-style-type: none"> HLTA or QTS qualification Degree
Experience	<ul style="list-style-type: none"> Experience of working in a classroom environment. 	
Skills & Knowledge	<ul style="list-style-type: none"> Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe. Good written and verbal communication skills: able to communicate effectively with all children, young people, families and carers Good understanding of child/young person's development and learning processes. Understanding of individual children and young peoples' needs. 	

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<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Able to exercise discretion and judgement. • Confidentiality 	
<p>Other Requirements</p>	<ul style="list-style-type: none"> • To be committed to the school's policies and ethos. • To be committed to Continuing Professional Development. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline 	

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