

Teaching Assistant with HLTA Responsibilities

Job Description

Post:	Teaching Assistant with HLTA Responsibilities
Reporting To:	Senior Leadership Team

Job Purpose

- In collaboration with class teachers and other support staff, the post holder supports, plans, prepares and delivers elements of learning to students on a one to one, small group or class basis, under the instruction /guidance of a teacher/line manager to support pupils.
- To undertake work/care/support programs to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.
- Work may be carried out in the classroom or outside the main teaching area.

Key Duties and Responsibilities

Support for Pupils

- Work with classroom teachers to support the learning and assessment of individual pupils or groups as required, (through a range of activities using specific area/s of expertise expected at HLTA level, when required), and in collaboration with other support workers such as Learning Mentors, TAs, LSAs etc.
- At times, contribute to the planning, monitoring and assessment cycle for pupils, providing systematic assessment feedback to teachers, keeping records and liaising over the writing of IEPs and PSPs as part of the professional team.
- Support teachers in raising attainment in targeted lessons or subjects by assisting with planning and preparing of lesson materials and learning objectives, under the direction of a member of the teaching staff, for individual pupils, small groups or a whole class.
- Support teachers in raising attainment in timetabled (PPA) or targeted lessons by leading on delivery of whole lessons or elements of a lesson, for individuals, small groups or for a whole class under the general direction of the teacher.
- Support special projects and develop a specialist area of expertise within the school in support of learning and curriculum development and PPA time, as directed by the Headteacher.
- Provide continuity by leading the learning for classes in the event of a planned or unplanned short-term absence of a teacher where the post holder has been involved in the planning and preparation of the lessons under the supervision of the teacher. Such an arrangement will be reviewed by the Headteacher within timescales detailed in national guidance or in any event within two days to ensure the best interests of the pupils are being met.
- Support the learning of a class in the unplanned short-term absence of a teacher in a year group or subject area where the post holder doesn't normally work, using the teacher's schemes of work and resources. This arrangement will be on ad hoc and monitored closely by the Headteacher to ensure the best interests of the pupils are being met.
- Provide classroom supervision to maintain order in the unavoidable short-term absence of a teacher.
- Under the general direction of the Headteacher, contribute to developing and delivering pastoral support to pupils (including personal care) through a range of appropriate strategies to reduce barriers

to learning and improve accessibility to the curriculum for all.

- Under the general direction of the Headteacher, contribute to the development, deployment and evaluation of the effectiveness of support staff services in school and contribute to the development of whole school policies for the deployment of support staff in the school.

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals. Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes and interventions adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1, KS2 , Foundation Stage, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and with specific programmes to support learning eg Clicker 7.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

External visits

- Extend support to curriculum enrichment activities within and outside of school. Ensure the children's safety and enjoyment of these activities, with due regard to the lead teachers plans and assist in any preparation required.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.

- Undertake first aid duties as required with appropriate training.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Additional Duties & Responsibilities:

- The Wessex Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff working within the Trust are expected to share a commitment to doing this. You will be expected to follow and promote the procedures in the child protection and safeguarding policy and report any concerns in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children and young people gives cause for concern the Trust agreed child protection procedures will be followed alongside implementation of the Trust disciplinary procedures.
- Ensure the aims, priorities and policies of the Trust are adhered to.
- Act as a positive representative of the Trust and its learners in all circumstances and at all times.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers and to maintain a professional standard of demeanour and dress.
- Participating in training and other learning activities and performance development, as required.
- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Signature (employee):	
Date:	
Signature (line manager):	
Date:	

PERSON SPECIFICATION

Categories	Essential	Desirable
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Qualifications & Experience

Good basic education to GCSE level in literacy and numeracy, or the equivalent	✓	
A relevant qualification in Early Years		✓
Experience of working with children in the First School Years		✓
Experience of working in a school environment	✓	
Experience of working as part of a team	✓	
Experience of organising activities/experiences for children	✓	
Experience successfully leading on the delivery of whole lessons or elements of a lesson, for individuals, small groups or for a whole class in the event of a planned or unplanned of the class teacher	✓	
HLTA qualification or equivalent		✓
Experience contributing to the planning, monitoring and assessment.	✓	
Experience of applying targets from individual learning plans		✓

Abilities, skills and knowledge

Be willing to gain the knowledge of the learning processes and needs of specific children	✓	
Child protection/safeguarding	✓	
Knowledge of acceptable behaviours for children of different ages	✓	
Health and safety	✓	
Equal opportunities and inclusion	✓	
Child development	✓	
Understanding of how to ensure good behaviour through positive reinforcement		✓

Personal Qualities

Calm and patient	✓	
Empathetic	✓	
Good organisational and communication skills	✓	
Resourceful, reliable and flexible	✓	
High level of tolerance	✓	
Commitment to maintaining confidentiality at all times	✓	