

### Job Description

<b>JOB TITLE:</b>	Higher Level Teaching Assistant (HLTA)
<b>GRADE/SALARY:</b>	Grade 6, Scale Range 12 – 17 (Unqualified) Grade 7, Scale Range 18 – 23 (Qualified)
<b>REPORTING TO:</b>	Classroom Teacher for day to day activities You will have a named line manager (e.g. a Middle or Senior Leader).

#### **JOB PURPOSE**

- Under the direction and supervision of a teacher (or line manager), 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 short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development;
- Responsibility for the management and development of a specialist area within the academy;
- Line management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.

**This role will work across all key stages in the Academy.**

#### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

##### The post holder will:

- Complement the professional work of teachers by taking responsibility for agreed learning activities. These activities can be for individuals/groups of whole classes on a short-term basis;
- Manage and develop a specialist area within the school and or the management of other teaching assistants.

##### Teaching and Learning

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs;
- 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;
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment;

- Work within an established behaviour 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;
- Establish productive working relationships with pupils, acting as a role model and setting high expectations;
- Production of lesson plans, worksheet, plans, etc. and organise and manage appropriate learning environment and resources. These resources will consider pupils' interest and language and cultural backgrounds;
- Asses the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning;
- Develop and implement Individual Education Plans;
- 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;
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use;
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

#### **Contribution to whole Academy**

- 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;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils;
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils;
- 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.

#### **Responsibilities for people (line management)**

- 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.

#### **Responsibilities for Resources**

- Effective use of materials and resources

### **Responsibilities for Budgets**

- None

### **Performance Management and Review**

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Appraisal Policy.

### **Core responsibilities and duties**

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of pupils as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

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### Person Specification

			Assessed by:	
No.	CATEGORIES	ESSENTIAL/ DESIRABLE	APP FORM	INTERVIEW/ TASK
QUALIFICATIONS				
1.	Higher Level Teaching Assistant status or working towards this (Level 4);	E	✓	
2.	5 or more GCSEs at Grade 4/Grade C or higher, including English and Maths (or equivalent grades/qualifications);	E	✓	
3.	Education to degree level or equivalent relevant experience;	D	✓	
4.	Specialist Skills/ Training in Curriculum or Learning area e.g. Bilingual, sign language, I.C.T.);	D	✓	
5.	Training in relevant learning strategies e.g. literacy;	E	✓	
6.	Understanding the purpose and role of learning support;	E	✓	✓
7.	Understanding of Safeguarding and Child Protection issues;	E	✓	✓
EXPERIENCE				
8.	Experience of basic technology, PC, internet, MS Office packages;	E	✓	✓
9.	Experience of successfully working with identified disaffected pupils, or groups of pupils (of a relevant age to the setting);	E	✓	✓
10.	Experience of monitoring and recording progress of learners;	E	✓	✓
11.	Previous experience of working with children of the relevant age range in a learning environment;	E	✓	✓
12.	Experience of working with or supporting SEN/D pupils;	E	✓	✓
13.	Understanding of First Aid;	D	✓	✓
14.	Experience of dealing with the behaviours not conducive to learning and able to deal with a variety of situations;	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
15.	Work as an effective team member and apply directions/instructions;	E	✓	✓
16.	Working knowledge and experience of implementing relevant learning programmes/ strategies;	E	✓	✓
17.	Full working knowledge of relevant policies/codes of practice legislation;	E	✓	✓
18.	Ability to participate professionally in meetings;	E	✓	✓
19.	Able to organise, lead and motivate a team, this includes holding performance reviews;	E	✓	✓
20.	Ability to relate well to children and young people;	E	✓	✓

No.	CATEGORIES	ESSENTIAL/ DESIRABLE	Assessed by:	
			APP FORM	INTERVIEW/ TASK
21.	Able to set up basic, and routinely use, equipment and resources under the instruction of the teacher;	E	✓	✓
22.	Able to organise self to plan and complete tasks;	E	✓	✓
23.	Able to communicate effectively with young people and adults (parents, other staff). Able to negotiate and network through highly developed inter-personal written, verbal and presentation skills to a range of audiences;	E	✓	✓
24.	Initiative to support learning, with some guidance and support from the teacher;	E	✓	✓
25.	High personal standards;	E	✓	✓
26.	Able to seek support, when required;	E	✓	✓
27.	An excellent record of attendance and punctuality;	E	✓	✓
28.	Reliability, integrity and stamina;	D	✓	✓
29.	Respect confidentiality;	D	✓	✓
30.	Commitment to personal development and learning;	D	✓	✓
<b>PERSONAL QUALITIES</b>				
31.	Excellent role model for young people and staff;	E	✓	✓
32.	Resilience and high personal standards;	E	✓	✓
33.	Flexibility with a willingness to support and contribute to school/Trust events, as required.	E	✓	✓
34.	High expectations for self and others and a strong commitment to raising achievements.	E	✓	✓