



Hurst Drive Primary School

Headteacher: Mr D Short

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Hurst Drive Primary School – Higher-Level Teaching Assistant (H5) – Job Description

1. Introduction

Hurst Drive Primary School is a two-form entry school situated in Waltham Cross in the Borough of Broxbourne, Hertfordshire – easily accessed by car via the A10 junction of the M25 (Junction 25) or by train being only a ten-minute walk from Theobalds Grove or Waltham Cross railway stations. Placed in extensive grounds, including a very large field, pond and woodland area, the school serves a diverse local community with children who are kind, polite and a pleasure to teach.

Vision Statement

At Hurst Drive Primary School, our vision is ‘Success for all’.

On our journey to achieving success for all, Hurst Drive Primary School will involve everyone in maintaining high expectations to create an outstanding teaching and learning environment, where the curriculum extends beyond the classroom, and all learning opportunities prepare children for the ever-changing world.

2. Title and Grade of Post

Post Title: Higher-Level Teaching Assistant (HLTA)

Pay Scale: H5 – pro rata – term time + 5 INSET days

3. Purpose of the Job

With a very significant commitment to whole-class teaching, to work collaboratively with class teachers to plan, teach and assess an innovative curriculum so all pupils, including pupils with special educational needs and disabilities, may achieve success in line with the school vision, ethos and aims.

4. Employment Duties

This is a support staff post within the school’s staffing structure which involves working closely with class teachers and the Inclusion Team. The post is otherwise subject to the National Agreement on Pay and





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Conditions of Service (the 'Green Book') and to locally agreed conditions of employment to the extent that they are incorporated in the post holder's individual contract of employment. Copies of the relevant documents are available for inspection at the school.

This job description is intended as a guide to the general duties and responsibilities of this post, which reasonably may vary from time to time according to the needs of the service. It does not form part of the terms and conditions of employment. All staff in school will be expected to accept, in good grace, reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective running of the school.

As a member of the school staff, the post holder will be required to:-

- Comply with policies and procedures relating to child protection, health and safety, equality, confidentiality and data protection; and
- Participate in the agreed scheme for staff development, training and appraisal and be committed to continuous professional development.

5. Relationships

In the main, the post holder is responsible to a member of the Senior Management Team (SMT) for duties relating to the attainment and pastoral support for children, particularly those assigned to work with the post holder.

The post holder is expected to interact on a professional level with pupils, parents, carers and colleagues – including outside agencies – and governors, seeking to establish and maintain productive relationships with them to promote mutual understanding of the school's safeguarding procedures, the school's equality policy, the school's approach to behaviour management and the school's curriculum.





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6. Particular Responsibilities

The post holder will be required to work flexibly as part of the teaching support staff with guidance from the SMT and class teachers to fulfil the following responsibilities:

i. **Teaching, Learning and Assessment**

- Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons in response to pupils' needs;
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school's policies and procedures;
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes;
- Provide verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils in line with school policy;
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs;
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities;
- Organise and safely manage the appropriate learning environment and resources;
- Promote and support the inclusion of all pupils, including those with specific needs, both in the classroom as part of first-quality teaching and through intervention work;
- Use behaviour management strategies in line with the school's policy and procedures to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others;
- Provide information relating to pupil progress for parents and carers, teachers and senior leaders upon request and to contribute to assigned pupils' annual reports at the request of the pupils' class teachers, the Inclusion Leader, the Deputy Headteacher or the Headteacher; and,
- In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and School Teachers' Pay and Conditions Document 2017.





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ii. Other Particular Responsibilities

- Attend all briefings, focus meetings and training days, along with sharing good practice with members of staff as part of the commitment to own and others' professional development;
- When teaching whole classes, deploy teaching assistants and learning support assistants confidently and effectively to best support the academic and behavioural needs of pupils in the class or group;
- Contribute to extra-curricular activities to provide further opportunities for pupils' personal development, behaviour and welfare;
- Contribute to the supervisory arrangements for pupils during break times and on out-of-school activities (e.g. school trips); and, most importantly,
- Adhere to school policies and procedures relating to safeguarding, particularly the Child Protection Policy, Supporting Children with Medical Needs Policy, Health and Safety Policy and the School Behaviour Policy.

I _____ have read, understood and accept the particular responsibilities and duties assigned to a Higher-Level Teaching Assistant (H5) at Hurst Drive Primary School.

Signed: _____ (Employee) Date: _____

