HIGHER LEVEL TEACHING ASSISTANT (HLTA)

|  |
| --- |
| **JOB DESCRIPTION** |

|  |  |
| --- | --- |
| Place of work: | **Bridge Learning Campus** |
| Job grade/salary: | **BG9**  |
| Responsible to: | **AHT Inclusion / Deputy Inclusion** |
| Job purpose: | **To complement the work of teachers by taking for agreed teaching and learning activities. Monitoring students and assessing, recording and reporting on students achievement, progress and development as agreed with the teacher. Planning, preparing and delivering learning activities for individuals and groups, as well as covering whole classes for PPA and short term absence. To be a middle manager, including line managing BG6 Learning Assistants and BG8 Teaching Assistants, organizing CPD and leading meetings.****(Essential criteria is that you must hold the HLTA qualification or be able to work towards it)** |

**General Duties**

* To follow TiLA policies and procedures, especially those relating to child protection and health and safety;
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
* Contribute to the overall ethos, work and aims of the school;
* Appreciate and support the role of other professionals;
* Participate in training and other learning activities and CPD as required;
* Attend and participate in relevant meetings as required;
* Assist with the supervision of students out of lesson times, including before school, break times, lunchtimes and after school – this may include formal duties within the contracted hours;
* Accompany teaching staff and students on visits, trips and out of school activities as required to take responsibility for a group under the supervision of the teacher;
* Contribute to the educational and social development of pupils under the direction and guidance of the Leadership Team, SENCO and class teachers;
* Provide support for individual students inside and outside the classroom to enable them to fully participate in activities;
* Supervising and providing particular support for students, ensuring their safety and access to learning activities;
* Assist with the development and implementation of Individual Education Plans, Behaviour Plans and Personal Care Plans;
* Establish constructive relationships with students and interact with them according to individual needs;
* To promote the inclusion and acceptance of all students (and staff);
* To encourage students to interact with others and enable activities led by the teacher/other relevant staff;
* Set challenging and demanding expectations, and promote self-esteem and independence;
* To promote good student behaviour, dealing promptly with conflict and incidents in line with the BLC policy and to encourage students to take responsibility for their own behaviour;
* Providing toileting and hygiene support for students where necessary, following training appropriate to the ages of the pupils;
* Working with other professionals, such as speech therapists and occupational therapists, as necessary;
* Establish constructive relationships with parents/carers;
* To support the use of ICT and more traditional platforms as learning tools;
* Working with teachers to prepare and maintain an effective learning environment, including preparing and presenting displays of students' work or subject specific displays;
* Attending 5 days in service training (INSET) per year;
* When needed, provide clerical/administrative support – e.g. photocopying, typing, examination invigilation, etc.;
* Any other related duties which may reasonably fall within the responsibilities of the

post, as negotiated with the leadership team and SENCo.

**High Level Teaching Assistant Duties**

* Assess the needs of students and use detailed knowledge and specialist skills to support students’ learning;
* Provide written and verbal feedback to students in relation to progress and achievement;
* Within an agreed system of supervision, plan challenging teaching and learning objectives and to evaluate and adjust lessons/work plans as appropriate;
* Monitor and evaluate student responses to learning activities through a range of assessment and monitoring activities against pre-determined learning objectives;
* Provide objective and accurate feedback and reports as required on student achievement, progress and other matters ensuring the availability of appropriate evidence;
* Support the role of parents/carers in students’ learning and contribute to (and occasionally lead) meetings with parents/carers;
* Undertake Appraisal, training, mentoring, recruitment and induction for other appropriate staff;
* Hold regular team meetings with other appropriate staff;
* Cover PPA for teachers for apx 50% of their working hours.

**General Information**

* The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility;
* The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act – confidentiality must be maintained at all times;
* The post holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required throughout the entire BLC campus.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct whilst working at BLC:

* Members of staff are expected to maintain high standards of ethics and behavior, within and outside school, by:
* Treating students/pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff’ position having regard for the need to safeguard students’/pupils’ well-being, in accordance with statutory provisions
* Showing tolerance of and respect for the rights of others
* Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* Ensuring that personal beliefs are not expressed in ways which exploit students/pupils’ vulnerability or might lead them to break the law.
* Members of staff must have proper and professional regard for the ethos, policies and practices of the campus in which they work, and maintain high standards in their own attendance and punctuality.

**Review of Performance**

The Appraisal cycle will focus on the post holders’ job as whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of ‘continuous improvement’.

**Code of Conduct**

The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bridge Learning Campus Code of Conduct.

**Fluency Duty**

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to converse in spoken English with ease and provide accurate advice around complex situations without hesitation or difficulty for extended periods of time

Date of Job Description: ……………………………………..

Signed:…………………………………………………………………………. (HLTA)