

**JOB DESCRIPTION**

**POST: HLTA**

**REPORTING TO: Deputy Head Teacher**

**RESPONSIBLE FOR: N/A**

**Job purpose**

All aspects of the job description is to be carried out within a system of supervision by qualified teachers and senior leaders. To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, pupils, and school policies and strategies. To supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (eg SEN, EAL, GT all under achieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

**Main Duties**

**Planning**

* Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lesson/ work plans.
* Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
* Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with the school policies and procedures.

**Teaching and Learning**

* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
* 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.
* In accordance with arrangements made by the Head Teacher, progress pupil’s 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.
* Organise and safely manage the appropriate learning environment and resources.
* Promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
* Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitively and confidentiality at all times.

**Monitoring and Assessment**

* With teachers evaluate pupils’ progress through a range of assessment activities.
* Assess pupil’s responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
* Monitor pupils’ participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
* Assist in maintaining and analysing records of pupil’s progress.
* Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

**Behavioural and Pastoral**

* Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individuals involved understand it is unacceptable.
* Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
* Provide support and assistance for children’s pastoral needs for example dressing, caring for sick injured or distressed children.
* Foster and maintain constructive support relationships with parents/ carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links.
* Supervise pupils in the playground and plan and organise play time activities.
* Assist teachers by receiving instructions directly form professional or specialist support staff involved in the children’s education. These may include social workers health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.

**Other**

* Any other duties required by the Head Teacher, Deputy Head Teacher or the Class Teacher which is within the scope of the post.
* To be the Deputy Safeguarding Lead and promote the Safeguarding of children.

**This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually. Employees will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.**

**The Regional Directors and Head Teacher are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruitment procedures are effectively in place.**

**Post Holder:**

**Signed:** …………………………………..………. **Date:** ………………….

**Print Name:** …………………………………………….…..

**Headteacher:**

**Signed:** ……………………………………..……. **Date:** ………………….

**Print Name:** …………………………………..………..

*This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually. Employees will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.*

*The Regional Directors and Head Teacher are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruitment procedures are effectively in place.*

**PERSON SPECIFICATION**

Whether you’re a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**VALUES**

|  |  |
| --- | --- |
| **Thinking Big** | * Show energy, enthusiasm and passion for what you do * Demand the highest quality in all that you do, and in the work of your team * Willing to champion new ideas and think beyond the status quo * Show an ability to think creatively and ‘outside of the box’ in your area of expertise, continually seeking improvements in what you do to make the organisation better * Be open to new ideas and change where it will have a positive impact on the organisation * Show a willingness to embrace different ideas and ways of thinking to improve E-ACT * Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work * Commitment to self-development, and developing your wider Team * Ability to self-reflect on yourself, your performance, and to think about how this could be improved further * Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence |
| **Doing the Right Thing** | * Have integrity and honesty in all that you do * Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work * Take responsibility and ownership for your area of work * Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our pupils * Be transparent and open * Be resilient and trustworthy * Stand firm and stay true to our mission |
| **Showing Team Spirit** | * Understand how you can have a greater impact as a team than you can as an individual * Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission * Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level * Recognise and celebrate the success and achievements, no matter how small, of your colleagues * Be generous with sharing your knowledge to help to develop others * Understand and be willing to receive suggestions and input on your area of work from others * Support your colleagues, even when this means staying a little later, or re-prioritising some of your work * Be aware of other peoples’ needs and show an ability to offer genuine support * Show an awareness and respect for peoples’ differences, and recognise how different characteristics and personal strengths build dynamic and great teams |

**KNOWLEDGE, EXPERIENCE & SKILLS**

|  |  |
| --- | --- |
| **Requirement** | **Assessed at** |
| **E –** Essential | **A –** Application Stage |
| **D –** Desirable | **I –** Interview Stage |
|  | **P –** During the probationary period |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **E** | **D** | **A** | **I** | **P** |
| **Organisational Fit** | Thinking Big | X |  | X | X | X |
| Doing the Right Thing | X |  | X | X | X |
| Showing Team Spirit | X |  | X | X | X |
| **Knowledge** | Understanding of behaviour management strategies | X |  | X | X | X |
| Understanding of First Aid procedures | X |  |  | X | X |
| Demonstrable levels of numeracy and literacy equivalent to GCSE (A-C) or NVQ level 2 | X |  | X | X | X |
| **Experience** | Knowledge and experience of the education sector and minimum of two years’ experience of working with children |  | X | X | X | X |
| Experience of working and supporting in a safeguarding role. |  |  |  |  |  |
| Meet HLTA standards or equivalent qualification or experience |  | X | X | X | X |
| Experience of child protection policies and procedures and KCSIE | X |  | X | X | X |
| **Skills** | Highly developed interpersonal skills with both adults and children | X |  | X | X | X |
|  | Good organisational and time management skills | X |  | X | X | X |
| Excellent written and verbal communication skills, including the ability to present to a range of audiences | X |  | X | X | X |
|  | Proficient in the use of all Microsoft software applications | X |  | X | X | X |