



HLTA

Salary / grade range	TA Level 3 Band G
Location	Co-op Academy Portland
Reports to	Senior Leadership Team & Governing Body

Purpose of role:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision involving planning, preparation and delivering learning activities for individuals/groups or short term, whole classes. To monitor, assess, record and report on pupils' achievement, progress and development.

Key accountabilities (and specific duties / responsibilities):

Specific Duties and Responsibilities

1. Support for Pupils

- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- To establish productive working relationships with pupils, acting as a role model and setting high expectations
- To promote the inclusion and acceptance of all pupils within the classroom to develop and implement IEPs
- To support pupils consistently whilst recognising and responding to their individual needs
- To encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- To promote independence and employ strategies to recognise and reward achievements of self-reliance
- To provide feedback to pupils in relation to progress and achievement



2. Support for Teachers

- To produce lesson plans, worksheets, plan challenging teaching and learning objectives, evaluate and adjust lesson/work plans as appropriate within an agreed system of supervision
- To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- To record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- To administer and assess/mark tests and invigilate exams/tests

3. Support for the Curriculum

- To deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- To deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- To use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural activities
- To advise on appropriate deployment and use of specialist aid/resources/equipment

4. Support for the School

- To 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
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- To contribute to the overall ethos/work/aims of the school



- To establish constructive relationships and communicate with other agencies /professionals, in liaison with the teacher, to support achievement and progress of pupils
- To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To deliver out of school learning activities within guidelines established by the school
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

5. **Line Management Responsibilities**

- To manage other teaching assistants
- To liaise between managers/teaching staff, teaching assistants and a multi-disciplinary staff
- To hold regular team meetings with managed staff
- To represent teaching assistants at teaching staff/management/other appropriate meetings
- To undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

GENERAL

The Higher Level Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)



<p>Qualifications</p> <p>HLTA assessment standard</p> <ul style="list-style-type: none"> • Excellent numeracy/literacy/ICT skills – equivalent to NVQ Level 2 in English and Maths • Training in relevant learning strategies, e.g. literacy • Specialist skills/training in curriculum or learning area, e.g. bilingual, sign language, ICT • First aid training as appropriate 	<p>D</p> <p>D</p>	
<p>Experience</p> <ul style="list-style-type: none"> • A minimum of two years experience of working with children in an educational setting • Experience of working with children having a range of special needs 	<p>D</p>	
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Use ICT effectively to support learning • Full working knowledge and experience of relevant policies /codes of practices/legislation • Working knowledge and experience of implementing national /foundation stage curriculum and other relevant learning programmes/strategies • Good understanding of child development and learning processes • Understanding of statutory frameworks relating to teaching • Ability to organise, lead and motivate a team • Constantly improve own practice/knowledge through self-evaluation and learning from others • Ability to relate well to children and adults • Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these roles 		



<p>Personal Qualities</p> <p>Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through</p> <ul style="list-style-type: none">- Inspiring trust and confidence- Building team commitment- Engaging and motivating pupils- Demonstrating the Co-op Ways of Being and Ethical Values- Analytical thinking, taking positive action to improve the quality of pupils' learning		
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- The Co-op Academies Trust is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.
- We are committed to equality of opportunity for all colleagues and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.
- All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op. This post is subject to an enhanced DBS check.

Application (A) Interview (I) Presentation (P) Observation (O) Task (T)