



# Job Description and Person Specification

## HLTA

---

### Job Purpose:

To undertake work and responsibilities in line with the Standards for Higher Level Teaching Assistants. To complement the work of the SENCo and wider school staff by contributing to the progress and well-being of all students, but with special focus on those with SEND. To contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of students.

To complete, under the direction of the Subject Leader of Maths or Subject Leader of English, key tasks in support of the development of either numeracy or literacy strategies with agreed groups of learners.

### Reports to: SENCo

**Salary Range:** Scale 5 – Range Points 22-25 (£28,465.59 - £30,663.19 1.0FTE)

Actual pay = £25,400 to £27,361

**Working time:** Full Time, Term Time Only, 08.30-16.30 every day  
+ 5 days to support transition during summer holiday period.

### Key Areas of Responsibility:

- To work collaboratively with departmental and school colleagues and outside professionals as part of a professional team.
- To work with departments and individual teachers to meet the needs of students by identifying difficulties that may arise in a curricular context and taking steps to overcome them.
- To plan, assess and deliver learning activities to individuals, groups or whole classes, working with departments and individual students to meet the needs of students with SEND across Key Stages 3 and 4.
- To assist teachers and other relevant staff by preparing resources, implementing strategies and promoting the active inclusion, participation and learning of SEND students. This includes monitoring and modelling effective deployment on the SEN staff assessment procedures using the established SEND Feedback Policy.
- To deliver specific programmes with individual students or groups of students both in and out of the classroom.
- Support teachers to ensure classwork, homework and assessments are appropriately differentiated for those students with specific sensory needs (such as visual impairment or physical mobility issues).
- To provide detailed feedback to Key Workers, Student Support staff and subject staff of student progress, achievements and problems. Under guidance, to act as a key worker by providing feedback to students, parents/ carers and other relevant staff on progress and achievements.
- To actively respond to students' diverse needs both in and out of the classroom environment as well as providing support during unstructured times including break times, lunchtimes and before/ after school.
- To establish constructive relationships with students and interact with them according to their individual emotional needs.

### **To support identified students by:**

- Acting as a Key Worker for specified students: Liaising with parents/carers, Subject Teachers and relevant outside agencies / professionals and services; implementing Individual Plans, pupil passports and SEND plans; providing feedback to students, contributing to Annual Reviews.
- Planning, delivering and assessing specific Intervention programmes with individual or groups of students, both inside mainstream lessons as well as in withdrawal lessons. This will support the development of either numeracy or literacy under the direction of the Subject Leaders for Maths and English.
- Creating differentiated resources to support students' individual needs
- Ensuring students remain on task and complete set work
- Identifying and championing opportunities to develop successful social interaction and encouraging peer support.
- Working alongside the Subject Teachers in lessons to help students access the curriculum.
- Taking a lead role in assisting students to join in group and oral work.
- Promoting self-esteem by praising effort and ensuring identifiable success in the classroom.
- Encouraging students' independence in all areas of life.
- Ensuring the safety and integration of students with physical and sensory needs.
- Helping with therapy programmes when necessary [training will be provided].
- To provide advice and support for non-specialist colleagues on effective strategies and approaches to assist students who have special educational needs.
- To actively participate in the delivery of a range of support programmes e.g. social skills and emotional literacy sessions.
- Administer routine tests and invigilate exams. (provide students' support with internal and external exams in compliance with Equality Act, 2010).
- To contribute to the development, implementation and evaluation of reports and Annual Reviews.
- To support with the management of students' transitions from primary to secondary and secondary to college.
- To take part in regular in-service training and to take responsibility for the ongoing development of your professional skills and knowledge.
- To accompany teaching staff on trips and school activities and take responsibility for a named student / group under the general supervision of a teacher.
- To maintain high standards of professional behaviour towards colleagues, parents, students and external professionals.
- To maintain a safe, positive learning environment.
- To undertake additional duties that are commensurate with the level of responsibility of the post, as directed by the SENCo, or the Senior Leadership Team.
- To be aware of and to comply with policies and procedures, and to report concerns to an appropriate person in respect of all school policies including Equal Opportunities, Child Protection, Health and Safety, Confidentiality and Data Protection.

### **Additional responsibilities**

- To record systematic observations of students in a range of contexts for use in class formative assessment.
- Attend School based and other INSET to develop professional skills and keep abreast of current developments in education.

### **Notes**

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.
- This job description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- All staff are expected to be aware of the School's Child Protection Policy and be vigilant for the emotional, social and physical wellbeing of all students.

## Person Specification:

Specification	Essential	Desirable
Qualification and Training	<ul style="list-style-type: none"> <li>To have obtained or be willing to obtain Higher Level Teaching Assistant status or equivalent qualification.</li> <li>A minimum of 5 GCSE at A*-C (9 to 4) including Maths and English (or equivalent)</li> <li>A Level or post 16 qualifications at a Pass Level</li> </ul>	<ul style="list-style-type: none"> <li>Qualified to Degree level</li> </ul>
Knowledge and Experience	<ul style="list-style-type: none"> <li>Experience of advancing learners' learning in a range of classroom settings, including working with individuals, small groups and whole classes without the assigned teacher being present for a short period of time.</li> <li>Experience of supporting learners with a range of SEND and be aware of a variety of strategies to support learners with SEND.</li> <li>To understand the aims, content, teaching strategies and intended outcomes for the lessons in which you are responsible.</li> <li>To know the key factors that can affect the way learners behave and learn.</li> <li>To be able to relate and communicate with learners and other adults clearly and effectively.</li> <li>To be able to work effectively as part of a team comprising parents/cares and professionals from outside agencies.</li> <li>To know how to use ICT to advance learners' learning, and be able to use common ICT tools for your own and learners' benefit.</li> <li>To manage working time effectively, prioritising from a number of competing demands and with the ability to incorporate the unexpected into a schedule of work.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with relevant outside agencies</li> <li>To be familiar with the school curriculum, the age-related expectations of learners.</li> <li>To have good understanding of the progress measures relevant to your role.</li> <li>To be able to acquire further knowledge to contribute effectively and with confidence to the individuals and groups which you support.</li> </ul>
Personal qualities and characteristics	<ul style="list-style-type: none"> <li>Energy, enthusiasm, stamina and a sense of humour</li> <li>Ability to work as part of a team.</li> <li>Ability to motivate learners.</li> <li>Ability to organise oneself and use initiative.</li> <li>A desire to be part of a challenging and unpredictable area of work.</li> <li>Ability to communicate effectively to a wide range of audiences both orally and in writing.</li> <li>Commitment to the promotion of equal opportunities and be in support of the Christian ethos of the School</li> </ul>	To have some strategies to establish a purposeful learning environment and promote good behaviour.
Other / General	<ul style="list-style-type: none"> <li>To have high expectations of all learners and respect their social, cultural, linguistic, religious and ethnic backgrounds and are committed to raising their educational achievement.</li> <li>Awareness of and commitment to safeguarding and promoting the welfare of children and young people.</li> <li>Attend and participate in relevant training as required</li> <li>Promote Fundamental British Values whenever possible</li> <li>Any other reasonable tasks as directed by the School's leadership</li> </ul>	Awareness of and commitment to the School's Equal Opportunities Policy.