JOB DESCRIPTION: high level teaching assistant (HLTA)

**RESPONSIBLE TO*:***  Teacher

**JOB SUMMARY*:*** Responsible, under the direction of the teacher in charge to work with individual pupils or to work with small groups. To support access to learning for pupils and to provide general support to the teacher in charge with regard to the management of pupils in and out of the classroom.

**HOURS OF WORK*:*** A minimum of 195 days per year (Term Time Only, 39 weeks of the year). Your actual hours of work will be by arrangement with the Head Teacher. The school staff are expected to facilitate after school clubs. The school generally operates working 8 hours a day (40 hours per week). There is a requirement to attend training days which may fall within the school holiday periods.

**DUTIES AND RESPONSIBILITIES**

To complement the professional work of Teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short-term for whole classes and monitoring pupils and assessing, recording and reporting on pupils’ achievement, progress and development.

**Supervisory Responsibilities**

To supervise other Teaching Assistants, this will include representing Teaching Assistants at Teaching staff/management or other appropriate meetings. To support recruitment/induction/appraisal/training and mentoring of other Teaching Assistants.

##### Support for Pupils:

* Use specialist (Curricular/Learning) skills/training/experience to support pupils.
* Promote independence and employ strategies to recognise and reward achievement of self- reliance.
* Take a lead role in managing and delivering pastoral support to pupils.
* Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable.
* Attend to pupils’ personal needs and provide advice to assist their social, health and hygiene development.
* Assist the Teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
* Take a lead role in the provision of support for pupils with special needs.
* Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
* Take a lead role in managing the speedy/effective transfer of pupils across phases/ integration of those who have been absent.
* Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
* Challenge and motivate pupils, promote and reinforce self- esteem.
* Provide feedback to pupils in relation to progress, achievement, behaviour, attendance.

**Support for the Teacher:**

* Organise and manage appropriate learning environments and resources.
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
* Cover during the absence of Teacher(s) in the delivery of lessons.
* Monitor and evaluate pupils’ responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives.
* Provide objective and accurate feedback and reports, as required, to the Teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Record progress and achievement in lessons/ activities systematically and provide evidence of range and level of progress and attainment.
* Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
* Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement.
* Administer and assess/mark tests and invigilate exams/tests.
* Produce lesson plans, worksheets.
* Manage liaison with feeder schools and other relevant bodies to gather pupil information.
* Support pupils’ access to learning using appropriate strategies, resources.
* Take lead role in the development and implementation of appropriate behaviour management strategies.
* Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access to learning and supporting home to school and community links.
* Take lead role in the development, implementation and monitoring of systems relating to attendance and integration, e.g. registration, truancy, pastoral systems etc. Administrative support, e.g. dealing with correspondence, compilation/analysis reporting on attendance, exclusions etc. making phone calls.

**Support for the Curriculum**

* Deliver learning activities to pupils, within the agreed system of supervision,

adjusting activities according to pupil responses/needs.

* Deliver local and national learning strategies, e.g. Literacy, Numeracy, KS3, and Early Years and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills.
* Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use.
* Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
* Advise on the appropriate deployment and use of specialist aid/resources/equipment.
* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
* Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
* Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

**Support for the School**

* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos aims of the school.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the Teacher, to support achievement and progress of pupils.
* Attend and participate in regular meetings.
* Participate in training and other learning activities as required.
* Recognise own strengths and areas of expertise and use these to achieve and support others.
* Be responsible for the provision of out of school learning activities within guidelines established by the school.
* Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.
* Any other duties as may reasonably be expected.

###### PERSON SPECIFICATION

###### HLTA

|  |  |  |  |
| --- | --- | --- | --- |
| **Education/Qualifications** | **Essential** | **Desirable** | **Method of Assessment** |
| NVQ / QCF 3 for Teaching Assistants or an equivalent qualification or experience, together with training in the relevant strategies (e.g., Literacy and / or particular curriculum or learning area such as bilingual, sign language, dyslexia, ICT, Maths, English. |  |  | Application form  Original certificate |
| Completion of DfES Teaching Assistant Induction programme. |  |  | Application form  Original certificate |
| **Knowledge & Experience** |  |  | **Method of Assessment** |
| Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. |  |  | Application form  Selection process |
| Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. |  |  | Application form  Selection process |
| Understanding of statutory frameworks relating to teaching. |  |  | Application form  Selection process |
| To have worked in an education environment. |  |  | Application form  Selection process |
| Appropriate knowledge and training of first aid. |  |  | Selection process |
| Skills & Abilities |  |  | **Method of assessment** |
| Ability to organise, lead and motivate a team. |  |  | Application form  Selection process |
| Understanding of statutory frameworks relating to teaching. |  |  | Application form  Selection process |
| Ability to use a computer to use Microsoft Office packages, predominantly Word, Email. |  |  | Application form  Selection process |
| Able to engage appropriately with pupils and develop rapport. |  |  | Selection process |
| Able to recognise conflict and challenging behaviours with pupils and willing to address behaviours once trained |  |  | Selection process |
| Able to engage in a variety of activities to support the teacher and enable individual learning. |  |  | Application form  Selection process |
| Able to form and sustain positive and professional working relationships, managing personal and professional boundaries. |  |  | Selection process |
| Ability to work flexibly and constructively as part of a team. |  |  | Selection process |
| Able to demonstrate a genuine desire and interest in working with pupils. |  |  | **Method of assessment** |
| Committed to anti-discriminatory practice and anti-oppressive approach and able to translate this attitude into practice. |  |  | Selection process |
| Able to work during school term-times. |  |  | Selection process |
| Commitment to personally undertake further training and development, attending appropriate training. |  |  | Selection process |
| Ability to relate well to children and adults. |  |  | Application form  Selection process |

**This position involves occasionally travelling to various locations to take young people to appointments, training etc. It is therefore expected that you can fulfil this requirement.**