

THE HOLMEWOOD SCHOOL: Higher Level Teaching Assistant (HLTA) JOB DESCRIPTION

1. INTRODUCTION

- The purpose of this job description is to identify generic and specific individual responsibilities in order for the employee to participate at The Holmewood School, London in a full and effective way.
- This job description takes into account the contract agreed between THSL and the job holder. It relates to the professional and representative role that the job holder has within THSL.
- It will be reviewed at the beginning of each academic year (or at annual appraisal) or sooner if necessary
- The job description will be referred to by the job holder and the team leader during the Performance Management process.
- The job description is not intended to restrict an individual's participation, especially in activities carried out voluntarily.

2. KNOWLEDGE AND SKILLS NEEDED

- Excellent communication and interpersonal skills.
- Excellent literacy and numeracy skills, equivalent to GCSE C grade (5) in English and maths.
- HLTA qualification or evidence of your progress towards this (including recent teaching observations).
- Proven track record that you are meeting all of the HLTA standards (see [HLTA Standards](#)).
- Knowledge of relevant teaching strategies, for example in literacy and numeracy as well as knowledge of autism and neurodiversity practice.
- Good knowledge of the National Curriculum and the schemes of work used at our school.
- Knowledge of child development and student's personal development needs.
- Proven ability to work with all students, including those with the most challenging and complex behaviours.
- Ability to organise, lead and motivate a team.
- Excellent and proven ability to understand and establish boundaries in all relationships. A proven Constructive Communication approach.

3. CORE TASKS AND DUTIES

- Working in partnership with teachers to deliver learning activities to whole classes or groups of students (including covering PPA and teacher absences)
- Supported by your teacher mentor, oversee and perform all form tutor responsibilities.
- Using initiative to assess and evaluate student needs, and leading the delivery of learning activities.
- Taking responsibility for planning challenging learning objectives.
- Selecting and preparing appropriate resources to lead learning activities.
- Leading on specific areas of wider whole school development in line with personal interests and the needs of the school.

- Organise and take part in trips, including both day and residential activities, that support academic learning, the curriculum and personal development.
- Supporting transitions.

4. FORM TUTOR RESPONSIBILITIES

- Ensure form time sessions twice per day are planned and structured according to the school standards and including the SMSC programme.
- Organise and prepare breakfast club each week according to the school standards.
- Attend all briefings and meetings and speak about your class in these.
- Ensure your class team is prepared by meeting daily to -
 - Share any news they need to be aware of - changes, absences, events.
 - Reminder about agreed plans e.g. IEPs target that needs to be addressed, behavior strategies.
 - Share any communications from parents that they need to be aware of.
 - Debrief about the day.
- Collect and collate information on lesson half termly topics, lesson objectives and the students behavior for learning throughout the week to help write twice weekly parent update emails.
- Delegate daily jobs to your team from the school list.
- Complete and delegate all IEP and annual review work for your class.

5. TEACHING AND LEARNING

- Takes responsibility for planning effective teaching and learning objectives and is able to operate in challenging situations and environments.
- Evaluates and adjusts work plans as appropriate to meet pupils' needs.
- Selects and prepares appropriate resources to lead learning activities.
- Monitors, evaluates, records and provides reports on pupils' responses and progress within agreed strategies.
- Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility; including taking the initiative to establish links where necessary.
- Attends and contributes to meetings with other staff, external professionals and parents regarding pupils where required.
- Organizes and leads school visits and other activities outside of the classroom as appropriate.
- Follows all school policies and procedures.

6. WIDER SCHOOL CONTRIBUTIONS

- Contributes to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to personal skills, knowledge and experience and the longer term aims of the school.
- Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
- Makes appropriate use of ICT and adheres to policies relating to it, within their work in line with the school's systems of working.
- Participates in and contributes to the organisation and running of whole school events throughout the

year (for students, families, staff).

7. STAFFING

- Line manages the TAs in the form class, including responsibility for the allocation and monitoring of work, appraisal, performance management and training.

8. CREATIVITY AND INNOVATION

- Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn.
- Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances.
- Communicates effectively with teachers, therapists, other professionals and parents whenever the need arises and recognises the need to communicate.
- On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour support plans by recommending changes in targets or provision to the teacher and welfare and behaviour team.
- Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.
- Participates in the design of classroom and school displays.

9. BEHAVIOUR AND WELFARE OF STUDENTS

- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous.
- Write and update behaviour/wellbeing support plans
- Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress.
- Communicates information effectively to teachers, other professionals and parents whenever the need arises.
- Recognises and takes action when necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
- Make decisions regarding staffing issues relevant to the supervisory responsibilities of the teaching assistant team, in order to ensure safety.
- Have high expectations of students in all areas of school life ensuring enjoyable, positive learning.
- Follows the school behaviour policy and implements accordingly.

10. SAFEGUARDING

- Follows the school's policy for safeguarding of young people, and child protection.
- Role models appropriate responses to safeguarding and welfare so that other staff follow.
- Supports the diversity of our school in all aspects, and promotes this (e.g. ability levels, gender, sexual orientation, race, religion)
- Complies with the school's Health and Safety policy and carries out necessary risk assessments.

Whilst every effort has been taken to explain the duties and responsibilities of the post, certain individual tasks may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake any task of a similar level that is not specified in the job description.

Employees are expected to follow the staff code of conduct and provide a welcoming environment where they are courteous to colleagues, visitors and telephone callers.