

## **Job Description**

**Job title:** Higher Level Teaching Assistant (HLTA)

**Reports to:** SENCO

**Responsible for:** N/A

**Pay Scale:** Scale 6

### **Overall Job purpose:**

To support the learning and emotional development of children as directed by class teachers, in line with the school's vision, policies and schemes of work.

To share in the responsibility for the well being of all the children.

To lead, in consultation with the Senior Leadership Team, the development of the Teaching Assistant team to further their impact on children's learning.

In the role you will be working with whole classes, smaller groups and individuals.

### **Principal Duties and Responsibilities**

#### **A - Professional Standards**

1. To build and maintain successful relationships with children, treat them consistently, with respect and consideration, and be concerned for their development as learners.
2. To demonstrate and promote the positive values, attitudes and behaviour expected from the children at all times.
3. To work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice.
4. To liaise sensitively and effectively with parents and carers, recognising their roles in children's learning.
5. To improve your own practice, including through observation, evaluation and discussion with colleagues.

The following teaching and learning activities in sections B to E should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the head teacher. The sentences in *Italics* are "specified work" which may happen in the absence of the teacher from the classroom. However the original class teacher remains responsible for its pupil's progress.

#### **B - Planning and Expectations**

1. Contribute effectively to teachers' planning and preparation of lessons.

2. Planning and preparing of lessons for pupils.
3. Work within a framework set by the teacher; plan your role in lessons including how you will provide feedback to children and colleagues on pupils' learning and behaviour.
4. Contribute effectively to the selection and preparation of teaching resources that meet the diversity of children's needs and interests.
5. Contribute to the planning of opportunities for children to learn in out-of-school contexts, in accordance with school policies and procedures.

#### C - Monitoring and Assessment

1. Support teachers in evaluating children's progress through a range of assessment activities.
2. Evaluate children's progress through a range of assessment activities.
3. Monitor children's responses to learning tasks and modify your approach accordingly.
4. Monitor children's participation and progress, providing feedback to teachers, and giving constructive support to children as they learn.
5. Contribute to maintaining and analysing records of children's progress.
6. Maintain and analyse records of children's progress
7. Assessing the development, progress and attainment of children.
8. Reporting on the development, progress and attainment of children.
9. Assist in managing children's data by gathering information, inputting data and considering results.

#### D - Teaching and Learning Activities

1. Delivering lessons to children.
2. Use clearly structured teaching and learning activities that ensure you maintain interest and motivate children, and advance their learning.
3. Communicate effectively and sensitively with children to support their learning.
4. Promote and support the inclusion of all children in the learning activities in which they are involved.

5. Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
6. Advance children's learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
7. Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
8. Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
9. Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

#### E – Supervision

1. To provide first line supervision of Teaching Assistants.
2. To provide guidance to Teaching Assistants, including role modelling and supporting their training and assisting in assessing needs.
3. To represent Teaching Assistants at meetings, ensuring their role is included in the planning of work and the achievement of school aims.
4. To assist in managing pupil data by gathering information, inputting pupil data and considering the results.
5. To undertake Performance Management of staff supervised

#### F – Other

1. To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
2. To supervise children during breaks and/or lunchtimes if required.
3. Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists.
4. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher.

5. Other appropriate duties relevant to the post and within the grading and competency of the postholder as reasonably required by the Head Teacher.
6. To undertake the SEN task of tube feeding, urinary catheterisation, suction and postural drainage, nebulised medication, rectal medication and replacement of tracheotomy tubes based on child's needs.

### **General Duties**

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements
- To undertake any other duties that are within the grade and scope of the post, as determined by the Headteacher, other SLT member, or line manager.
- To undertake annual mandatory and statutory training as directed by the Trust or School.

### **Developing self and working with others**

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues

### **Scope:**

The post-holder will be based at one of the Trust schools and may be expected to work across the Trust, travelling from time to time to other Trust sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

### **Safeguarding:**

Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>How tested</b>
Qualifications	<ul style="list-style-type: none"> <li>• Minimum of Level 2 qualification in English and Mathematics</li> </ul>		Application form
Experience	<ul style="list-style-type: none"> <li>• Experience working with children and young people</li> <li>• Able to build and maintain excellent relationships</li> <li>• Excellent verbal and written communication skills</li> <li>• Able to work as part of the wider team and work on own initiative</li> <li>• Able to work under pressure, plan ahead and prioritise workload</li> <li>• Excellent communication skills at all levels, both in school and within the wider school community</li> <li>• Professional at all times, demonstrating</li> </ul>	Internal	<p>Application form</p> <p>Application form</p> <p>Interview/test</p> <p>Application form/interview</p> <p>Interview/test/application form</p> <p>Interview</p> <p>Application form/interview</p>



	pupils with SEMH and SEND needs.		
Personal attributes	<ul style="list-style-type: none"> <li>• Punctual, dependable and trustworthy</li> <li>• Is proactive and actively seeks solutions</li> <li>• Discreet, tactful and able to maintain confidentiality</li> <li>• Patient, courteous and positive</li> </ul>		<p>Application form/interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>