**JOB DESCRIPTION**

**Job Title:** Higher Level Teaching Assistant (HLTA) (or Designate)

**Grade:** SO1 SCP 29 – 31

**Reporting to:** Assistant Principal (Inclusion and Support)

**Job Purpose:**

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 students and assessing, recording and reporting on students achievement, progress and development. Responsible for the management and development of a specialist area within the Academy andmanagement of other teaching assistants (where relevant) including allocation and monitoring of work, appraisal and training.

**Key Responsiblitites:**

* To assess the needs of students and use detailed knowledge and specialist skills to support students’ learning.
* To establish productive working relationships with students, acting as a role model and setting high expectations.
* To develop and implement Pupil Passports.
* To promote the inclusion and acceptance of all students within the classroom.
* To support students consistently whilst recognising and responding to their individual needs.
* To encourage students to interact and work co-operatively with others and engage all students in activities.
* To promote independence and employ strategies to recognise and reward achievement of self-reliance.
* To provide feedback to students in relation to progress and achievement.
* To organise and manage appropriate learning environment and resources.
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate.
* 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 providing 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 be instrumental in the support of an effective SEND Hub within the Academy.
* To support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
* Administer and assess/mark tests and invigilate exams/tests.
* Production of lesson plans, worksheet, plans etc.
* To deliver learning activities to students within agreed system of supervision, adjusting activities according to pupil responses/needs.
* To deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of students' skills.
* To use ICT effectively to support learning activities and develop students' competence and independence in its use.
* To select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
* To advise on appropriate deployment and use of specialist aid/resources/equipment.
* 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 students 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 students.
* To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
* 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.
* To manage other teaching assistants.
* To liaise between managers/teaching staff and teaching assistants.
* 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.

**PERSON SPECIFICATION**

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| **Attribute** | **Essential** | **Desirable** | **How identified** |
| Qualifications | * GCSE Grade C in English and Mathematics (or equivalent) * Meet Higher Level Teaching Assistant standards or equivalent qualification or experience | * Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT | * Application * References |
| Knowledge and skills | * Can use ICT effectively to support learning * Understanding of statutory frameworks relating to teaching * Ability to plan lessons and series of lessons that enable students to make progress in their learning * A flexible and proactive approach to supporting students * Ability to communicate well with students, teachers and adults |  | * Application * References * Interview task * Interview |
| Experience | * Experience of working with children of relevant age in a learning environment * Experience of working with students with additional needs * Experience of implementing national curriculum and other relevant learning programmes strategies * A good understanding of the issues relating to child development and inclusion | * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | * Application * References * Interview |
| Continuous Professional Development | * Evidence of commitment to personal CPD |  | * Application |
| Personal Qualities | * A passion for education and making a difference * Excellent communicator * Effective team member * A commitment to safeguarding children. * Drive and determination * Ambition * Energy, enthusiasm, sense of humour |  | * Application * References * Interview |

Please be aware that The Ruth Gorse Academy is committed to safeguarding the welfare of children, and applicants will be subject to full employment checks, including DBS checks.