



Job Description

Job Title: Higher Level Teaching Assistant

Location: Firth Park Academy

Hours of work: 37 hours per week

Reports to: SENCO

Purpose of the Role:

This is a statement of the principal duties and responsibilities that can be regularly expected of the Higher Level Teaching Assistant (HLTA) although the range and frequency of duties undertaken will vary according to the needs of the students and the course. The statement is not exhaustive and other duties may be required. The HLTA is employed to work with students who may have learning difficulties and/or physical or emotional needs. Post holders will have a professional HLTA qualification recognised by professional bodies in order to be available to lead whole group sessions as required as part of the academy's provision to students through the Curriculum Access Service provision.

To be responsible for the quality of their activities (planning, delivery, follow-up etc) in line with school monitoring procedures.

The role will have specific responsibility for the management and development of a specialist area within the Academy.

Main Duties:

The HLTA have to work with students with a wide variety of needs and problems. These students may have additional support needs, e.g. physical disabilities, challenging behaviour.

- Supervising and assisting students, either on an individual basis or in small groups outside the classroom, on educational activities set and marked by the teacher, including basic communication, reading and numeracy.
- Supporting teaching staff within the classroom, working with individuals or groups of students as indicated by the teacher.
- Supervising and assisting students in and outside of the classroom, either on an individual basis or in small groups, SEND Intervention programmes either through faculty timetables, or through bespoke SEND programmes.
- Working with teaching staff on the creation of appropriate materials and ensuring those materials are available to the students.
- Relating student progress to teacher.
- Provide short term cover supervision
- Ensure that the teacher is informed of any difficulties whether physical, emotional or behavioural.
- Encouraging the social, emotional and educational development of the students, in co-operation with the teacher, by offering the appropriate attention, relationships, care and interest in the students and their activities.
- Attending relevant in-service training
- To support or to lead on vertical tutoring arrangements, including being a College tutor as necessary





- To be responsible for ensuring information relating to the pupil's academic progress and attendance is entered online and updated.
- To be responsible for further communications to parents or guardians as necessary.
- To be available for convened meetings with parents and students to discuss in detail attainment, progress, personal development and make the necessary referrals. Agree a set of actions and monitor these.
- To be responsible for the delivery of lessons within tutor period and to assist pupils with any questions or queries.
- To attend parents' evenings, target setting and academic review meetings as part of the academy calendar
- To provide break supervision as part of the academy's agreed break duties system
- To assist teachers in the production and care of teaching aids including: duplicating; photocopying; preparing illustrations, differentiated learning aids and worksheets.
- To contribute in the preparation of children's work and the creation and maintenance of displays
- To undertake any other duties that may be required within the scope of the post

Other duties and responsibilities as required from time to time:

- Administration – filing and photocopying
- Attending Staff and Department Meetings
- Supporting on / off site activities, including Special Events.
- To liaise with Parents, Carers and other agencies.
- To support the student in non educational activities, e.g. arrival and departure from Academy as necessary

Any Special Conditions of Service:

There is a requirement to submit to an enhanced DBS background check. Term time working. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking policy.

Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification





Job Title: Higher Level Teaching Assistant

General heading	Detail	Essential requirements:	Desirable requirements:
<p>Qualifications</p> <p><i>**It is essential that Higher Level Teaching Assistants have HLTA status or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class</i></p>	<p>Qualifications required for the role</p>	<ul style="list-style-type: none"> ● Successful experience working with children in a school/early years environment ● HLTA status (or willingness to complete within 24 months) or QTS ** ● Participate in other specialist development and training opportunities ● Level 2/ GCSE grade C+ equivalent in English ● Level 2/ GCSE grade C+ equivalent in Maths ● Good working knowledge of basic ICT to support learning ● Basic knowledge of First Aid 	<ul style="list-style-type: none"> ● Team Teach qualification or equivalent ● Successful completion of training to support children with SEND
<p>Knowledge/Experience</p>	<p>Specific knowledge/ experience required for the role</p>	<ul style="list-style-type: none"> ● Understand and implement the school's behaviour management policy. Have a positive approach to 	<ul style="list-style-type: none"> ● Experience of working in an outdoor learning environment. ● Experience/qualifications in linking science to outdoor learning





		<p>behaviour management</p> <ul style="list-style-type: none">• Understanding of the school curriculum• Ability to assess progress and performance• Understand and support the importance of physical and emotional wellbeing• Have some knowledge of learning difficulties and a variety of strategies to support children• Knowledge of literacy/ numeracy frameworks/ Foundation Stage Curriculum and Phonics Programmes• Ability to maintain intervention records• Working with pupils of a relevant age to support their learning• Detailed understanding of assessment and	
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		learning to support pupil progress and school development	
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> • N/A 	
	Forward and strategic planning	<ul style="list-style-type: none"> • Proven, successful experience in accelerating progress for groups of pupils against agreed outcomes • Proven ability to plan using specialist knowledge, successful learning opportunities for small groups of children. • Ability to assess children's progress in line with school policy and procedure (eg marking & feedback, monitoring and evaluation) • Positively and effectively manage behaviour in line with school policy and procedure 	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously
	Budget (size and responsibilities)	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> •





	Abilities	<ul style="list-style-type: none">• Ability to write detailed reports, letters• Good organisational skills• Ability to remain calm under pressure• Ability to support the work of children and move their learning on• Ability to manage own time effectively• Demonstrate creativity and an ability to resolve routine problems independently• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults• Ability to work effectively with a range of adults• Know when, how and with whom to share information• Ability to critically	<ul style="list-style-type: none">•
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		evaluate own performance	
Personal Characteristics	Behaviours	<ul style="list-style-type: none"> ● To take up CPD opportunities ● Is motivated and energised ● Eager to develop and learn from others ● Takes time to evaluate own thoughts and behaviours ● Behaves calmly and professionally when under pressure ● Listens to constructive feedback and reacts appropriately ● Learns and bounces back from adversity ● Treats others with respect and dignity 	●
	Values	<ul style="list-style-type: none"> ● Ability to demonstrate, understand and apply our values <ul style="list-style-type: none"> ○ Be unusually brave ○ Discover what's possible ○ Push the limits 	





		<ul style="list-style-type: none">○ Be big hearted	
Special Requirements		<ul style="list-style-type: none">● Successful candidate will be subject to an enhanced Disclosure and Barring Service Check● Right to work in the UK● Evidence of a commitment to promoting the welfare and safeguarding of children and young people	<ul style="list-style-type: none">●

