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**JOB DESCRIPTION**

**Higher Level Teaching Assistant**

**Job Purpose – to assist and support the teaching.**

* To implement and deliver an appropriate broad, balanced relevant and differentiated curriculum.
* To support designated curriculum area(s).
* To monitor and support student progress.
* To safeguard and promote the safety, well-being and welfare of the students.
* To contribute to raising student attainment.
* To take an active role in the school’s Performance Management system.
* To promote the school’s stated vision.
* To follow the school’s policies and practices.
* To assist and support intervention strategies in KS3 and KS4 for all ability levels.

**Reporting to:** Curriculum Leader or TLR Post Holder.

**Responsible for (in conjunction with class teacher):**

The provision of the learning experiences of students in specified classes.

**Liaising with:** Curriculum Leader, Achievement Leaders, Subject Leaders, relevant cross school responsibility holders, parents, LEA representatives and students.

**Salary point: Level 4**

**Main Duties:**

* To support the progress of students at different stages of achievement.
* To support staff in ensuring a high quality learning experience for students which meets external and internal standards.
* To support the teacher in the development of syllabuses, resources, SOW, assessment policies and teaching strategies.
* To contribute to the school and subject development plan and its implementation.
* To assist in the planning and preparation of courses and lessons with reference to the schools policies.
* To meet with PM team leaders to set and review appropriate objectives in line with personal, professional and school priorities.
* To liaise with classroom support staff.
* To work actively as a member of a designated team.
* To maintain student records through the school’s assessment procedure and use the records to inform teaching.
* To contribute to the school’s quality assurance programme.
* To communicate effectively with parents when required.
* To follow the school’s Behaviour for Learning strategy.

**All employees are expected to:**

1. Continue personal and professional development and engage actively in the Performance Managers process and take ownership of it.
2. Play a full part in the life of the school and support its distinctive vision and ethos.
3. To follow and promote actively the schools policies and procedures.
4. Undertake any other duties as specified by the Headteacher not mentioned above.
5. Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

All employees are expected to be courteous and welcoming to colleagues, students, visitors and telephone callers.

**Professional standards for HLTA status**

The professional standards for higher level teaching assistants (HLTAs) set out exactly what is expected of teaching assistants who are working towards HLTA status.

The standards were developed by the TDA following a wide-ranging consultation with headteachers, teachers, professional bodies, unions, employers and support staff. There are 33 standards, grouped under three main headings.

**Professional values and practice**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential.
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
6. Demonstrate the commitment to collaborative and cooperative working with colleagues.
7. Improve their own knowledge and practice including responding to advice and feedback

**Professional knowledge and understanding**

Those awarded HLTA must demonstrate, through their practice, that they:

1. Understand the key factors that affect children and young people's learning and progress.
2. Know how to contribute to effective personalised provision by taking practical account of diversity.
3. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
4. Have achieved a nationally recognised qualification at level 2 or above in English / Literacy.
5. Know how to use ICT to support their professional activities.
6. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
7. Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
8. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
9. Know how other frameworks that support the development and well-being of children and young people, impact upon their practice.

**Professional skills**

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Headteacher of the school.

**Planning and expectations**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Use their area(s) of expertise to contribute to the planning and preparation of learning activities.
2. Use their area(s) of expertise to plan their role in learning activities.
3. Devise clearly structured activities that interest and motivate learners and advance their learning.
4. Plan how they will support the inclusion of the children and young people in the learning activities.
5. Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities.

**Monitoring and assessment**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Monitor learners' responses to activities and modify the approach accordingly.
2. Monitor learners' progress in order to provide focused support and feedback.
3. Support the evaluation of learners' progress using a range of assessment techniques.
4. Contribute to maintaining and analysing records of learners' progress.

**Teaching and learning activities**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Use effective strategies to promote positive behaviour.
2. Recognise and respond appropriately to situations that challenge equality of opportunity.
3. Use their ICT skills to advance learning.
4. Advance learning when working with individuals.
5. Advance learning when working with small groups.
6. Advance learning when working with whole classes without the presence of the assigned teacher.
7. Organise and manage learning activities in ways which keep learners safe.
8. Direct the work, where relevant, of other adults in supporting learning.