

Job Description

This School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title	HLTA
School	The Triple Crown Centre
Salary Band/Range	Band D (£31,586 - £36,124) pro rata. Incremental progression is subject to performance.
Responsible to	Head Teacher

1.	Job Purpose
	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve the full range of specified work for individuals, groups or short term for whole classes without the presence of the assigned teacher. It may also include planning within reason, monitoring pupils and assessing, recording and reporting on children and young people's achievement, progress and development.</p> <p>To be responsible for the management and development of a specialist area within the school and/or for the management, mentoring and training of other teaching assistants or their equivalents and volunteers.</p>

2.	Key Responsibilities
	<p><u>Support for Pupils</u></p> <ul style="list-style-type: none"> To use specialist (curricular/learning) skills, training and experience to support children and young people's learning and progress To assess the needs of children and young people and use detailed knowledge and specialist skills to support their learning To develop positive and productive relationships and communicate effectively and sensitively with children, young people colleagues and families To act as a role model demonstrating the positive values, attitudes, behaviour and setting high expectations for children and young people To recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people To know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) Code of Practice and disabilities legislation To know how other frameworks, that support the development and well-being of children and young people, impact upon their practice To promote the inclusion and acceptance of all children and young people within the school environment and to know how to contribute to effective personalised provision by taking practical account of diversity

To use effective strategies to promote positive behaviour and to support children and young people in taking responsibility for their learning and behaviour

- To promote independence and employ strategies to recognise and reward achievement of self-reliance
- To encourage and enable children and young people to interact and work co-operatively with others and engage in activities
- To provide feedback to children and young people in relation to progress and achievement

Support for Teaching and Learning

- To organise and manage an appropriate learning environment and resources and to contribute to high quality teaching and learning activities
- Within an agreed system of supervision, to plan challenging teaching and learning objectives to evaluate and adjust lessons and work plans as appropriate
- To cover PPA or short term staff absence when needed, sometimes at short notice, including monitoring children appropriately and assessing work using the school marking policy.
- To use area(s) of expertise to plan learning activities or a role within this
- To use their area(s) of expertise to contribute to the planning and preparation of learning activities
- To plan how they will support the inclusion of children and young people in the learning activities
- To devise clearly structured activities that interest and motivate learners and advance their learning
- To monitor and evaluate children and young people's responses to learning activities through a range of planned assessment, monitoring and recording strategies against pre-determined learning objectives
- To monitor learners' responses to activities and modify the approach accordingly • To monitor and record children and young people's progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment in line with school policy and practice
- To provide objective and accurate feedback and reports as required on children and young people's achievement, progress and other matters using a range of assessment techniques and ensuring the availability of appropriate evidence
- To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- To support the role of parents and carers in children and young people's learning and contribute to and lead meetings with parents/carers to provide constructive feedback on pupil progress and achievement
- To administer, assess and mark tests and invigilate exams and tests
- To produce lesson plans, worksheets and plans etc

Support for the Curriculum

- To contribute to the development of the curriculum and personalised learning programmes as a member of the teaching and learning team
- To understand the objectives, context and intended outcomes for the learning activities in which they are involved
- To implement and deliver agreed learning activities to children and young people within an agreed system of supervision, adjusting activities according to children and young people's responses and needs
- To know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- To deliver local and national learning strategies and make effective use of opportunities provided by all opportunities to support the development of children

and young people's skills

- To use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- To use ICT to complete ICT based monitoring, recording and evaluation processes
- To contribute to the selection and preparation of specialist resources necessary to lead learning activities, taking account of pupils' interests, abilities and language and cultural backgrounds
- To advise on appropriate deployment and use of specialist aid, resources or equipment

Support for the School

- To be aware of, comply with and assist with the development of policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To be aware of and promote children and young people's respect for diversity and ensure all children and young people have equal access to opportunities to learn and develop
- To contribute to the overall ethos, work and aims of the school
- To establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of pupils
- To provide appropriate guidance and leadership and assist in the training, mentoring and development of staff as appropriate
- To line manage other colleagues as appropriate within the staffing structure identified by the school
- To take the initiative, as appropriate, to develop multi-agency approaches to supporting children and young people
- To attend and participate in regular meetings
- To participate in training and other learning activities as required
- To recognise own strengths and areas of expertise and use these to lead, advise and support others
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- To deliver out of school learning activities within guidelines established by the school

Teaching Assistant Representation and Support

- To be a point of contact for other teaching assistants and signpost or facilitate discussions with senior leaders/ staff/ agencies as appropriate
- To work collaboratively to ensure that the functions of teaching assistants and/or their equivalents are managed effectively to provide the support required by the school
- To help to ensure that teaching assistants and/or their equivalents follow and adhere to the policies and procedures of the school
- To liaise between managers, teaching staff and teaching assistants and/or their equivalents
- To represent teaching assistants at teaching staff, management or other meetings
- To provide induction for teaching assistants new to school or experiencing difficulties and/or their equivalents and where appropriate give CPD and support.

Achievement Mentor for a group of students:

- Supporting their social and emotional development
- Promoting positive values, attitudes and good behaviour
- Dealing promptly with conflict and incidents in line with the school's behaviour policy
- Encouraging students to take responsibility for their own learning and behaviour
- Advocating the development of students' independence and a growth mindset approach

2.1	People
	Promote a culture of teamwork, liaising with teachers, senior leaders and the headteacher when appropriate
2.2	Safeguarding
	School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.
2.3	Financial
	Liaise with the Business Manager with regard to policies and financial practices in targeted areas of responsibility. To comply with the Local Authorities Scheme for the Financing of Schools and any recommendations made by Audit.
2.4	Buildings & Equipment
	Liaise with Site Service Managers and relevant staff and agencies to ensure building and all equipment is safe and operational to enable smooth running of the school.
2.5	Health & Safety
	Health and safety laws require all employees to help the School maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the School, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis. All duties and responsibilities must be carried out in line with the School's Health and Safety Policy and any local safety procedures.
2.6	Information Management
	As an employee of the School, the post holder will be expected to manage information in accordance with School policies. The postholder will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection legislation and guidance.
2.7	Policies & Procedures
	The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

3.	Other Conditions
3.1	Mobility
	Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the school they may be required.
3.2	Equal Opportunities

	School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.
3.3	Variations to Job Descriptions
	Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.
3.4	Training and Development
	The School is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.
3.5	Solihull Behavioural Framework
	The School expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Compiled/Reviewed by:	R. Shell-Macleod
Date:	10.6.2025

Person Specification

This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

	Essential Criteria	Desirable Criteria	Measured By
Education & Qualifications	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant (HLTA) standards and have gained the status (desirable) • NVQ Level 3 in Supporting Teaching and Learning or the equivalent • Excellent numeracy and literacy skills – Equivalent to GCSE grade 5 in English and Maths • Training in educational strategies relevant to the post e.g. literacy, numeracy, science, MFL • Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT • Evidence of sustained CPD in practice in teaching and learning and positive behaviour management and other qualifications relevant to the setting 	<p>Training in the relevant learning strategies, e.g. counselling, positive parenting</p> <p>Evidence of related training or interests.</p>	<p>Application Interview Reference</p>
Experience & Knowledge	<p>Significant experience of working with children and young people of relevant age in a learning environment; this involves the full range of specified work for individuals, groups and whole classes (in the short term) under guidance or independently as applicable.</p>		<p>Application Interview Reference</p>

	Can use ICT effectively to support learning and school based management and communications systems. Use of other ICT equipment e.g. video		Application Interview
	Full working knowledge of relevant policies, codes of practice and relevant legislation		Application Interview
	Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes and strategies (as appropriate)		Application Interview Reference
	Understanding of statutory frameworks relating to teaching		Application Interview
	Good understanding of principles of child development and learning processes		Application Interview
	Ability to assess individual children and young people's learning and support their next steps in learning at a level that is appropriately challenging for them		Application Interview Reference
	Have the skills, personal qualities and experience to promote a positive and appropriately challenging learning environment		Application Interview
	Ability to plan effective actions for pupils at risk of underachieving		Application Interview
	Ability to self-evaluate learning needs and actively seek learning opportunities		Interview
	Ability to organise, lead, manage and motivate a team		Interview
	Ability to relate well to children and adults		Interview
	Work constructively both independently and as part of a team, understanding classroom roles and responsibilities and your own position within these		Application Interview Reference

Skills & Abilities	Work effectively as part of a team and contribute to group thinking, planning etc		Application Interview
	Excellent interpersonal and communication skills with children, young people and adults		Interview
	Motivate, inspire and have high expectations of children and young people		Interview
	Solution-focused approach to problem solving		Interview

	Follow instructions and advice accurately		Interview
	Use own initiative and work independently		Interview
	Emotionally resilient and the ability to work calmly under pressure		Interview
	Committed to ongoing personal and professional development through self-evaluation and learning from others		Interview
	Constantly improve own practice/knowledge through self-evaluation and learning from others		Interview
	Awareness of, and commitment to, equality issues and safeguarding of children		Interview
	Good time management		Interview
	Flexibility		Interview
	Good computing Skills	Ability to use other equipment e.g. projectors etc.	Interview

Core Behaviours	Excellence - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.	Interview
	Simplicity - You actively seek ways to prevent over complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.	Interview
	Trust and Respect - You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.	Interview
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	Responsibility - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.	Interview

	Leadership - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.	Interview
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