



## SUPPORT STAFF JOB DESCRIPTION

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| <b>ROLE TITLE</b>                   | Higher Level Teaching Assistant (HLTA)            |
| <b>CONTRACTED HOURS</b>             | Permanent 36.82 hours per week, 38 weeks per year |
| <b>LOCATION</b>                     | The Compass School                                |
| <b>GRADE / SCALE POINT – SALARY</b> | Scale 4 SP7-10                                    |
| <b>REPORTING TO</b>                 | Senior Leadership Team                            |

### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

### JOB PURPOSE

To support pupils to raise their level of educational attainment and to develop social skills and understanding. To support pupils to learn as effectively as possible both in group situations and individually.

### KEY TASKS & RESPONSIBILITIES

#### Support for Pupils:

Under the general guidance of the teacher:

1. Undertake a range of specialised tasks to support learning, e.g. planning, leading and assessing intervention groups delivering in class and 1:1 support;
2. Support and develop a whole school focus / responsibility area under the direction of subject leader / line manager;
3. Work with pupils, either 1:1 or in small groups, making full use of specialist skills as appropriate;
4. Be able to run small groups or 1:1 literacy and mathematics interventions;
5. Mark pupils' work, as appropriate e.g. Interventions / TA delivered task, maintaining basic records;
6. As appropriate, look after sick/upset pupils and attend to physical needs;
7. Support learning and development by accompanying and working with pupils outside the classroom on trips, visits and other activities under the direction of the class teachers;
8. Maintain, update and complete EHCP paperwork including Annual Reviews in order to co-produce support for named students;
9. Monitor delivery of provisions in class and 1:1.

### **Support for Teachers**

1. Provide support for the teacher during lessons, e.g. through directed work, or supervising small groups of pupils whilst the teacher is carrying out other activities;
2. Liaise with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils;
3. Maintain records of pupil needs and achievements;
4. Support and assist the class teacher in maintaining a safe and positive learning environment in the classroom and around the school, by actively engaging with pupils to positively promote the school's relationships policy;
5. Liaise with appropriate agencies about specific pupils;
6. Assist teaching staff to ensure that the aims and objectives of the school are achieved;
7. Supervise pupils on the playground and elsewhere on the school site and premises as required as part of the School's agreed duty rota.

### **Team Working and Personal Professional Development**

1. Demonstrate tasks to new colleagues and assist in the induction process;
2. Attend and participate in curriculum planning meetings (after School as required);
3. Keep up-to-date with School policies and procedures;
4. Liaise, advise and consult with other members of the staff team, supporting children when asked to do so;
5. Attend relevant in-service training;
6. Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
7. Attend and contribute to SEN and appropriate review meetings, if required by the Class Teacher, SENCo and/or Principal and where appropriate, disseminate information to other Teaching Assistants;
8. Support implementation of Government initiatives under the direction of line manager.

### **Health, Safety and Wellbeing**

1. Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
2. First Aid - refer pupils to a School paediatric first aider ensuring that the class teacher is aware; Undertake First Aid training as required
3. Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
4. Keep up-to-date with and follow, Safeguarding / Child Protection procedures.



## **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

## **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.



## PERSON SPECIFICATION

### HIGHER LEVEL TEACHING ASSISTANT (HLTA)

| CRITERIA                       | ESSENTIAL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | DESIRABLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| KNOWLEDGE                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Technical or Specialist</b> | <p>HLTA qualification</p> <p>Understanding of the specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved.</p> <p>Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing / examination frameworks in the subjects and age ranges in which they are involved. Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme.</p> <p>Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits.</p> <p>Knowledge of the key factors that can affect the way pupils learn.</p> <p>Awareness of the statutory frameworks relevant to their role.</p> <p>GCSE Maths and English grade 'C' or above.</p> <p>Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.</p> <p>Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.</p> <p>Experience of working with/supervising pupils including knowledge of social, emotional and mental health needs</p> <p>Knowledge and use of a range of equipment.</p> <p>Basic knowledge of first aid.</p> <p>Recognised competence in literacy and/or numeracy.</p> <p>Experience of contributing to lesson planning, in conjunction with the teacher.</p> | <p>Experience of planning, preparing and delivering lessons, particularly to support year 5 pupils and year 6 SATs.</p> <p>Experience of working with pupils with social, emotional and mental health needs</p> <p>Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.</p> <p>Awareness of health and safety procedures.</p> <p>Experience of 1:1 support, including personal care.</p> <p>Manual Handling training.</p> <p>Knowledge of EHCPs/Annual Reviews.</p> <p>Understanding of Trauma-informed practice</p> <p>Trained ELSA or similar</p> <p>A-level in English or Maths or educated to degree level</p> |



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| <b>Literacy and Numeracy</b> | <p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</p> <p>Ability to run small group or 1:1 literacy and numeracy interventions.</p> <p>Contribute to maintaining and analysing records of pupils' progress.</p> <p>Ability to read, understand and implement school policies and procedures relevant to area of work.</p> <p>Ability to complete reports such as incident report form, progress report etc.</p>                       |                                                                                                                                       |
| <b>Organisational</b>        | <p>Knowledge of School policies and procedures.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>Awareness and understanding of relevant government initiatives.</p> <p>Good knowledge and understanding of a School structure.</p> |
| <b>MENTAL SKILLS</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                       |
| <b>Research</b>              | <p>Assist teacher with information gathering and resources as appropriate.</p>                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                       |
| <b>Problem Solving</b>       | <p>Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person.</p>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                       |
| <b>Creative Thinking</b>     | <p>Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short-and medium-term planning.</p> <p>Assist teacher in creating a positive learning environment.</p> <p>Creative ways of learning/making learning interesting.</p>                                                                                                                                                                                                              |                                                                                                                                       |
| <b>Planning</b>              | <p>Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour.</p> <p>Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests.</p> <p>Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.</p> |                                                                                                                                       |



## INTERPERSONAL AND COMMUNICATION

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                              |
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| <b>Advising / Coaching / Mentoring</b> | When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                              |
| <b>Caring skills</b>                   | <p>Sensitivity to pupils' needs.</p> <p>Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved.</p> <p>Ability to 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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                              |
| <b>Advising / guiding</b>              | <p>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</p> <p>Monitoring pupils' responses to learning tasks and modify their approach accordingly.</p> <p>Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.</p> <p>Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning.</p> <p>Ability to advance pupils' learning in a range of classroom settings, including complete programmes of study prescribed by outside agencies, working with individuals, small groups, and whole classes where the assigned teacher is not present, e.g. fixed term targeted interventions.</p> <p>Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom and the delivery of programmes prescribed by outside agencies.</p> <p>Organise and manage safely the learning activities, the physical teaching space and resource for which they are given responsibility.</p> <p>Advising and guiding pupils on the best way to handle situations, under the teacher's direction.</p> <p>Encouraging pupils to participate in or complete tasks.</p> | Ability to liaise sensitively with Parents/Carers and staff. |



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|                          | <p>Providing advice and guidance to Teaching Assistants on procedures and policies.</p> <p>Ability to conciliate between pupils in relationship / friendship disputes.</p>                                                                                                                                                                                                                                                          |  |
| <b>PHYSICAL</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Keyboard</b>          | <p>Ability to use ICT to advance pupils' learning and ability to use ICT tools for own benefit.</p>                                                                                                                                                                                                                                                                                                                                 |  |
| <b>Manual Skills</b>     | <p>Help pupils to use tools and equipment safely as required to support learning, in line with school Risk Assessments</p>                                                                                                                                                                                                                                                                                                          |  |
| <b>LEVEL OF AUTONOMY</b> | <p>Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage their own work.</p> <p>Able to work with small groups of pupils when carrying out specific tasks or on field trips etc.</p> <p>Able to supervise larger numbers of pupils when on duty break/lunchtime.</p> <p>Able to make decisions on when to refer queries/problems to teaching staff or line manager.</p> |  |