

Higher Level Teaching Assistant

Purpose of Post

To work across the school and provide short term class cover, for PPA time and leadership work, as well as for short term absence.

This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Responsible for the management and development of a specialist area within the school.

Key tasks

Support for School

1. To work across the school and provide short term class cover, for PPA time and leadership work, as well as for short term absence.
2. Contribute to the overall work and ethos of the school.
3. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.
4. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
5. Attend and participate in meetings as required.
6. Improve one's own practice through training, observation, evaluation and discussion with colleagues.
7. Recognise one's own strengths and areas of expertise and use these to lead, support and develop others.
8. Organise and deliver out-of-school learning activities within guidelines established by the school / Local Authority.
9. Contribute to the identification and delivery of appropriate out of school learning activities, which consolidate and extend the school activities.

Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Promote, support and facilitate inclusion and acceptance of all pupils, and encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
3. To assess, assist and support pupils, including those with special or additional educational needs, to access a range of learning activities, through specialist skills, in-depth knowledge of the National Curriculum and theoretical knowledge of how pupils learn.
4. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
5. Supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters.
6. Make effective use of computing in learning activities and develop pupils' competence and independence in its use.
7. Implement Individual Education and Health Care Plans and Behaviour Improvement Plans.
8. Promote self-esteem and independence and employ strategies to recognise and reward resilience, perseverance and pride.
9. Provide specific verbal and / or feedback, in discussion with pupils on their progress and achievement, in line with school policy.

1. Within an established policy, anticipate and manage positive behaviour choices constructively, promoting self-control and independence.
2. Support the role of parents in pupil learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, challenges, etc.
3. Within an agreed system of supervision, plan challenging teaching and learning objectives. Design, adjust and evaluate lesson plans and learning sequences, as appropriate.
4. Deliver learning activities to pupils within an agreed system of supervision, adjusting activities where required, to effectively meet the abilities and / or needs of the children within the class. This will involve both individual, group and whole class work and may take place when the teacher is not present.
5. Deliver school improvement strategies effectively, effectively utilising all opportunities to support extended development of pupils' knowledge and skills.
6. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
7. Provide objective and accurate feedback and report, as required, on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
8. Undertake routine written feedback of pupils' work, in line with school's feedback policy, and accurately record achievement/progress using an explicit mark scheme that does not require interpretation,
9. Systematically record pupils' progress and achievement in lessons, and other activities, providing evidence of range and level of progress and achievement
10. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
11. Organise and manage an appropriate learning environment and resources.
12. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' needs, interests, language and cultural backgrounds.
13. Advise on appropriate deployment and use of specialist aid, resources and equipment.
14. Administer and assess / mark tests and invigilate tests / examinations as required.
15. Assist with the display of children's work as required.
16. Provide support for teachers e.g. photocopying, filing, record keeping, collecting money, checking of deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of learning resources for agreed activities.

Support for the School

Standard Duties

1. Uphold and promote the values and ethos of the school / Trust.
2. Implement and uphold the policies, procedures and codes of practice of the school / Trust, maintaining high standards in personal attendance and punctuality.
3. Understand and promote the importance of inclusion and equality and diversity for all.
4. Proactively manage workload to ensure service standards are met, checking personal accuracy and seeking guidance where necessary from senior colleagues.
5. Participate in and engage with training and development opportunities, working to continually improve own performance and that of the team / school / Trust.
6. Attend and participate in relevant meetings as appropriate.
7. Undertake any other additional duties commensurate with the grade of the post.

Responsible to:

Headteacher

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

HLTA Person Specification	Essential/ Desirable	Application Interview Test
Qualifications		
Literacy and Numeracy skills equivalent to GCSE Grade C or equivalent	E	A
HLTA status or experience of planning and leading teaching and learning activities	E	A/I
Willingness to obtain basic first aid certificate	E	A
Experience		
Experience of preparing and delivering resources (age and ability appropriate) to engage with pupils and contribute to their learning objectives	E	A/I
Experience of effectively using IT to support learning	E	A/I
Experience of evaluating and preparing feedback on pupils' academic achievements and progress, effort and social development, to contribute to the overall feedback produced by the class/subject teacher	E	A/I
Experience of working with pupils with different abilities, and adapting own approach and learning resources in accordance with pupils' needs	E	A/I
Planning & Organisation		
Experience of working on own initiative, without supervision	E	A/I
Ability to plan and organise workload, making full use of available technology.	E	A/I
Skills and Abilities		
Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and to demonstrate an interest in their development as learners	E	A/I
Communication skills to liaise sensitively with parents and carers, fostering their interests in their child's development and activities of the school	E	A/I
To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work	E	A/I
Creative skills to prepare and design learning activities which relate to the National Curriculum, engage and stimulate pupils and are appropriate to the needs and abilities of the pupils which may vary across the class	E	A/I
Forward Thinking		
Ability to evaluate, assess and formulate improvements to current working practices	E	A/I
Personal		
Understanding of and commitment to diversity, equality and inclusion	E	A/I
Desire to constantly improve own practice/knowledge through self-evaluation, training and development	E	A/I
Positive, open, and friendly attitude to service improvement and delivery	E	A/I
Displays commitment to the protection and safeguarding of children and young people.	E	A/I
Commitment to maintain confidentiality at all times	E	A/I
Understanding why safeguarding is important when working with children and young people	E	A/I



Job Description & Person Specification



N.B. Any candidate with a disability who meets the essential criteria will be guaranteed an