



JOB DESCRIPTION

Job Title:

Higher Level Teaching Assistant (HLTA)

Location:

Rockingham Primary School

Job Purpose:

Working under the direction and within an agreed system of supervision from a qualified teacher.

To complement the teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To undertake specified timetabled teaching duties as agreed with the Head teacher.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management /preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers including PPA.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Assistant Headteacher and Headteacher

Grade:

NJC 8 (£25,992 FTE/ £20,054 pro rata)

Hours:

32.5 hours per week (8.30am to 3.30pm)
Term time, 39 weeks per year

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN DUTIES AND RESPONSIBILITIES

Teaching and learning

- ★ Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- ★ Promote, support and facilitate inclusion by encouraging participation of all pupils in learning
- ★ Use effective behaviour management strategies consistently in line with the school's policy and procedures
- ★ Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- ★ Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- ★ Observe pupil performance and pass observations on to the class teacher
- ★ To cover and lead class teaching as and when appropriate
- ★ Direct the work, where relevant, of other adults in supporting learning

Planning

- ★ Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- ★ Read and understand lesson plans shared prior to lessons
- ★ Prepare the classroom for lessons
- ★ Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- ★ Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- ★ Plan how they will support the inclusion of pupils in the learning activities

Working with colleagues and other relevant professionals

- ★ Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- ★ Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- ★ With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- ★ Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues
- ★ Collaborate and work with colleagues and other relevant professionals within and beyond the school
- ★ Develop effective professional relationships with colleagues

Personal and professional conduct

- ★ Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- ★ Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- ★ Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- ★ Respect individual differences and cultural diversity

KNOWLEDGE/SKILLS/EXPERTISE

- ★ Good literacy and numeracy skills
- ★ Good organisational skills
- ★ Ability to build effective working relationships with pupils and adults
- ★ Skills and expertise in understanding the needs of all pupils
- ★ Knowledge of how to help adapt and deliver support to meet individual needs
- ★ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils
- ★ Excellent verbal communication skills
- ★ Active listening skills
- ★ The ability to remain calm in stressful situations
- ★ Knowledge of guidance and requirements around safeguarding children
- ★ Understanding of effective teaching methods
- ★ Knowledge of how to successfully lead learning activities for a group or class of children
- ★ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice

ACADEMY LEVEL

- ★ Primary

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

- 1 - Application
- 2 - Test/Presentation
- 3 - Interview

| | Essential | Desirable | Assessed |
|---|-----------|-----------|----------|
| Qualifications and Professional Development | | | |
| ★ 5 GCSE at grades 9 to 4 (A* to C grade) including Maths and English | ✓ | | |
| ★ Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in childcare | ✓ | | |
| ★ Experience of working with children for at least three years | ✓ | | |
| ★ Experience of planning and leading teaching and learning activities | ✓ | | |
| Experience | | | |
| ★ Experience of working with children for at least three years | ✓ | | |
| ★ Experience of working in an educational environment | ✓ | | |
| ★ Minimum of two years working in a primary setting | ✓ | | |
| ★ An understanding of the teaching and learning process | | ✓ | |
| Personal qualities | | | |
| ★ Enjoyment of working with children | ✓ | | |
| ★ Sensitivity and understanding, to help build good relationships with pupils | ✓ | | |
| ★ Be able to inspire, motivate and enthuse students throughout the academy | ✓ | | |
| ★ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | ✓ | | |

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| ★ Commitment to maintaining confidentiality at all times | ✓ | | |
| Equal Opportunities | | | |
| ★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best. | ✓ | | |
| Safeguarding | | | |
| ★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child. | ✓ | | |
| ★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them. | ✓ | | |
| ★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children. | ✓ | | |
| Health and Safety | | | |
| ★ Aware of Health & Safety and Safeguarding as appropriate to role | ✓ | | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media

presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.