

Higher Level Teaching Assistant – PE Responsibilities

Job details

Job title: Higher level teaching assistant (HLTA) responsible for PE and Physical Wellbeing,

Contract type: Full time permanent

Reporting to: Assistant Head Teacher

Responsible for: Delivery of Physical Education and Outdoor Learning Activities

Main purpose

The HLTA will:

- Lead on all physical activities across the school.
- Collaborate with Class Community Leads to engage all learners in PE.
- Promote learners' independence, self-esteem and social inclusion.
- Give support to learners' individually or in groups, so they can access physical activities, take part in learning and experience a sense of achievement.

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 and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Lead class learning support assistants in 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 learner performance and pass observations on to the class teacher
- Undertake any other relevant duties in the absence of the class community lead.
- To cover and lead class teaching as and when appropriate
- Direct the work, where relevant, of other adults in supporting

Planning

- 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
- Implement effective use of communication strategies used in the school to support comprehension and encourage progress.

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, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school. This includes the HLTA Qualification which must be completed by the end of the first year in post.

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
- To safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Person specification

CRITERIA	QUALITIES
	You may wish to classify these as "essential" or "desirable" depending on your expectations for the role

Qualifications and experience	<p>Level 2 or 3 Certificate in Supporting Teaching and Learning in an SEN provision,</p> <p>Experience of working with children</p> <p>Experience of planning and leading teaching and learning activities (under supervision)</p>
Skills and knowledge	<p>Good literacy and numeracy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all pupils</p> <p>Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</p> <p>Excellent verbal communication skills</p> <p>Active listening skills</p> <p>The ability to remain calm in stressful situations</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Good ICT skills, particularly using ICT to support learning</p> <p>Understanding of roles and responsibilities within the classroom and whole school context</p> <p>Understanding of effective teaching methods</p> <p>Knowledge of how to successfully lead learning activities for a group or class of children</p> <p>Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</p> <p>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</p>
Personal qualities	<p>Enjoyment of working with children</p> <p>Sensitivity and understanding, to help build good relationships with pupils</p> <p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding pupil's wellbeing and equality</p>

Date written: June 2019

L Bailey

Next review date: June 2020

Head teacher/line manager's signature: _____

Date: _____