

JOB DESCRIPTION

Job Title:	Higher Level Teaching Assistant
Salary Grade:	F
Responsible to:	Deputy Headteacher / Lead Pastoral Care Worker
Responsible for:	N/A

Main Job Purpose

To work in an extended role as part of a team of teachers and other school support staff, under the general direction of the Executive Headteacher. The Executive Headteacher is responsible for the overall policy and educational programme of the school and for matters of control and discipline with in the school.

Main Responsibilities and Duties

Higher Level Teaching Assistants (HLTAs) are members of a multi-disciplinary team working under the direction and supervision of the Executive Headteacher, or another member of staff whom the EHT has delegated the responsibility to.

Planning and Preparing Lessons for Pupils

- To contribute effectively to teachers' planning and preparation of lessons.
- Work within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

Delivering Lessons to Pupils.

This includes lessons delivered via distance learning or computer aided techniques:

- Using clearly structured teaching and challenging learning activities; they interest and motivate pupils, and advance their independence as learners.
- Communicate effectively and sensitively with pupils to support their learning.
- Promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Use behaviour management strategies, in line with the federation's policy and procedures, which contribute to a purposeful learning environment.
- Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Where relevant, guide the work of other adults supporting teaching and learning in the classroom.
- 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.
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

Assessing and Recording the Development, Progress and Attainment of Pupils:

- Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities.
- Monitor pupils' responses to learning tasks and modify their approach accordingly.
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.

Reporting on the Development, Progress and Attainment of Pupils:

- Contribute to maintaining and analysing records of pupils' progress
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & Skills

Essential:

- Higher Level Teaching Assistants must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning.
- This knowledge and understanding will relate to a specialist area, which could be subject based or linked to a specific role (e.g. in support of an age phase or pupils with particular needs).
- They must have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework.
- They must have sufficient understanding of their specialist area to support pupils' learning, and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
- They must be familiar with the 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.
- They will understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
- They will know how to use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.
- They will know the key factors that can affect the way pupils learn and promote the inclusion and acceptance of all pupils within the classroom.
- They are aware of the statutory frameworks relevant to their role.
- They know the legal definition of Special Educational Needs (SEND), and are familiar with the guidance about meeting special educational needs given in the SEND Code of Practice.
- They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Additional:

- The post holder should have been assessed by an accredited Assessor as having met the HLTA standards
- Recent successful experience as a Teaching Assistant or similar position within an educational environment
- Successful completion of NVQ level 3 or 4 for Teaching Assistants/or equivalent specialist qualification /or minimum 40 credits towards Certificate of Higher Education or foundation degree
- Willingness to undertake further relevant study or training.

Supervision and Management

- To carry out duties subject to the direction and supervision of a nominated member of staff in accordance with arrangements made by the Executive Headteacher of the school.
- To supervise and manage pupils and their learning within the context of the learning environment, in accordance within an agreed remit from the class or subject teacher, or other member of staff.
- To supervise the work of Teaching Assistants within the learning environment, unless a qualified teacher is present.

Key Contacts and Relationships

- Build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and be concerned for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work
- Encourage pupils to interact and work co-operatively with other
- Work collaboratively with colleagues, and carry out their roles effectively: know when to seek help and advice
- Liaise sensitively and effectively with parents/carers, recognising their roles in pupils' learning
- Aim to improve their own practice, including through observation, evaluation and discussion with colleagues.

Decision Making

- There will often (regularly) be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with Federation policies but the post holder will often need to act on his or her initiative.
- He/she will take responsibility for the maintenance of working standards and behaviour in the learning environment when working in charge of a group or class of students.

Working Environment

- Work within the established policies of the Federation/Academy Trust
- Size, phase and type of school will vary
- Includes work with individual pupils as well as groups and whole classes
- Normal school environment which will involve standing for extended periods and also frequent bending
- Frequent use of ICT and AVA equipment
- Lifting of books and equipment
- The Federation sites require post holders to work throughout the site on more than one floor.
- School environment with a variety of learning environments including classrooms and specialist areas
- Occasional disruption to planned tasks and order of tasks by pupils and colleagues
- Occasional requirement to work outside the normal school environment e.g. visits

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the overall aims and ethos of the Federation and Hamwic Education Trust
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities

- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service deliver
- Be familiar with and promote the Equality and Diversity Policy

The above lists are not exhaustive and other duties as required may be added to the job description.

This job description may be amended at any time following negotiation and consultation. It will be reviewed annually as part of the appraisal process.

PERSON SPECIFICATION

ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Experience	<ul style="list-style-type: none"> • Minimum of three years' experience of working with children in a paid capacity; preferable in a school setting • Experience of supporting children with SEND • Experience of undertaking class cover for teachers on own and directing other teaching staff within class to support children's teaching and learning • Evidence of supervising children in line with school behaviour policies • Recent experience of planning for and teaching whole classes 	Application form Interview References
Qualifications & Training	<ul style="list-style-type: none"> • Meet HLTA standards with evidence of qualification • Hold as a minimum NQF Level 3 qualification relevant to the post • Qualified to GCSE Grade C (min) in English and Maths (or equivalent qualifications or relevant experience) • First aid qualification or willingness to undertake training 	Application form Certificates Interview
Aptitudes & Abilities	<ul style="list-style-type: none"> • Able to form and maintain strong, appropriate professional relationships with children • Ability to handle confidential information with discretion • Ability to work in partnership with parents • Ability to work in partnership with teachers and other support staff • Ability to organise and lead a team 	Application form Interview References
Knowledge	<ul style="list-style-type: none"> • Knowledge of school's behaviour and management policy and procedures • Knowledge of school's fire and emergency procedures • Knowledge of Child Safeguarding procedures 	Application form Interview References
Attitude / Motivation	<ul style="list-style-type: none"> • Self motivated • Committed to helping children achieve their potential 	Application form Interview References

	<ul style="list-style-type: none"> • Ability to use own initiative and work flexibly • Evidence of recent and relevant CPD 	
Other Factors	<ul style="list-style-type: none"> • Willingness to support the values of the Federation by inspiring all children to Learn Laugh Dream Grow • Commitment to Equal Opportunities • Enhanced DBS check 	Application form Interview References CRB process