## Job Description

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| Job Title: | Higher Level Teaching Assistant (HLTA) Primary with responsibility for teaching French. |
| Reference: |  |
| Reports to: | Vice Principal: Head of Lower School |
| Responsible for: | No line management |
| Salary range: | £22,000 FTE |
| Contract: | Full time, term-time only, |

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| Main purpose of the role: | To collaborate with class teachers and the MFL department in planning and delivering programmes of teaching and learning activities for classes.  The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of a qualified teacher. | |
| Main duties: | 1. Act positively to raise the self - esteem of pupils and to promote positive attitudes to learning 2. Plan, prepare and deliver assigned programmes of teaching and learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the overall direction and supervision of a teacher. 3. Assess, record and report on development, progress and attainment. 4. Organise and manage an appropriate learning environment. Select and adapt appropriate resources/methods to facilitate agreed learning activities 5. Liaise with staff and other relevant professionals and provide information about pupils as appropriate. 6. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision. 7. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning. 8. Support the role of parents / carers in pupils’ learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc. 9. Liaise with external agencies on a regular basis. 10. Act as a role model and establish clear frameworks for discipline in line with established policies, anticipate and manage behaviour in order to promote pupils’ self control and independence to ensure good behaviour for learning and respect for others. 11. Make arrangements for the constructive use of lunchtimes for the children, organising activities and ensuring that these activities are suitably resourced. 12. Take a lead role in the smooth running of the dining hall and lunchtime play. 13. Keep a CPD file and participate in training and other learning activities as required. 14. Helping to engage SEN pupils and encouraging interaction. 15. Supporting children with reading, writing and their work. 16. Supporting the Class teacher with delivery of lessons. 17. Assess, record and report on development, progress and attainment as agreed with the teacher 18. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher 19. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required 20. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate 21. Teaching Assistants in this role are expected to undertake the following:  * Provide specialist support to pupils where English is not their first language * Provide specialist support to gifted and talented pupils. * Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, maths, National Curriculum subject).  1. Undertake any other duties, which from time to time may be required and be relevant and commensurate with the role, as deemed necessary by the Principal. | |
|  | **Teaching Assistants in this role will also undertake some the following:**   * Establish and maintain relationships with families, carers and other adults, e.g. speech therapists * Provide short term cover supervision of classes * Supervise the work of other support staff/trainees * Be responsible for the preparation, maintenance and control of stocks of materials and resources * Escort and supervise pupils on educational and out of school activities * Guide and support pupils in their personal, emotional and social development * Prepare and present displays * Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas * Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews * Work with pupils not working to the normal timetable. * Retain a positive attitude towards the role and where issues arise, discuss with the line manager to enable the issue to be resolved * Model positivity towards others and support team members in overcoming issues and difficulties that may arise * To model and hold others to account for living and working within the school’s values | |
|  | **Essential** | **Desirable** |
| Qualification | * Hold a HLTA qualification; or be willing to undertake study towards this * Evidence of Continuing Professional Development relevant to the role. |  |
| Experience | * Minimum of 1 year successful relevant experience of working with children of relevant age within a learning environment * Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment. * Experience of supporting pupils/students of differing abilities and backgrounds. * Experience of working with children with complex needs. * Positive behaviour strategy knowledge and experience of helping children self-regulate emotions | * Have successfully used strategies to improve pupil/student achievement. * Experience of working with children with complex needs. * Have experience of implementing a variety of de-escalation strategies in challenging situations involving young people. * Positive behaviour strategy knowledge and experience of helping children self-regulate emotions |
| Skills | * Have necessary skills to manage and supervise whole class activities safely and be able to use a range of strategies to deal with pupil behaviour. * Be able to devise and implement structured learning activities, under the direction of the teacher, and be able to evaluate their effectiveness and measure pupils’ progress, giving feedback as required. * The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential * Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils * Ability to develop in pupils the skills to work independently and collaboratively * Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. * Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. * Creative and innovative. * Excellent facilitation and presentation skills suitable up to and including senior managers. * Data and IT literate with good IT skills. * Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload. * Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. * Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions. | |
| Qualities | * Able to confidently liaise with senior colleagues including in formal settings. * Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. * Personal and professional authority and resilience. * Empathetic, tactful and diplomatic. * Solution focused, working collaboratively and collegially with colleagues and stakeholders. * Excellent inter-personal skills. | |