



Job Description

Job title: Higher Level Teaching Assistant (HLTA)
Reports to: Vice Principal
Location: Langley Park Primary Academy

Job purpose

- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies. 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.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, 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.

General responsibilities

Planning

- Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil needs
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures.

Teaching and Learning

- Teach whole classes within an agreed system of supervision and a predetermined lesson framework
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils
- Motivate and progress pupils' learning by using clearly structured and interesting activities
- Support the teaching of the Primary Years Programme.
- Be aware of and support difference, ensuring pupils have equal access to learning and development opportunities
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom
- Use behaviour management strategies in line with the school's policy and procedures to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others
- In accordance with arrangements made by the Principal, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003
- Organise and safely manage the appropriate learning environment and resources

- Promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times

Monitoring and Assessment

- With teachers, evaluate pupils’ progress through a range of assessment activities
- Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
- Monitor pupils’ participation and progress and provide constructive feedback to pupils in relation to their progress and achievement
- Assist in maintaining and analysing records of pupils’ progress
- Contribute with observations and assessments as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children
- Support the teaching staff with reporting pupils’ progress and achievements at parents’ meetings which are usually held outside school hours

Mentoring, Supervision and Development

- Assist teachers in offering mentoring support/guidance to teaching assistants undertaking training
- Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools
- Support and guide other less experienced teaching assistants’ work in the classroom when required and lead training for other teaching assistants
- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable
- Understand and implement school child protection procedures and comply with legal responsibilities
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys
- Provide support and assistance for children’s pastoral needs, for example, dressing, caring for sick, injured or distressed children
- Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links
- Supervise pupils in the playground and plan and organise play time activities
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children’s education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language

Additional responsibilities

- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required and any other duties required by the class teacher or Senior Leadership Team within the scope of this post.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.