



Higher Level Teaching Assistant Job Description

Reporting to: Inclusion Manager
Salary Scale: NJC Grade C2 Point 12-25

PURPOSE

- To support teaching staff through planning, preparing and delivering lessons
- To facilitate non-contact time for teachers and short term sickness.
- To care for the safety, wellbeing, social and emotional needs of children.

ACCOUNTABILITIES

Learning and Teaching

- Provide teaching support to children, individually or in groups in all areas of the curriculum, under the guidance of a teacher.
- Liaise with Teachers and the Leadership Team in planning and delivering and providing feedback on learning.
- Assist Teachers in planning individual children learning programmes including the development of independent working and positive learning attitudes.
- Under the direction of the Teacher prepare differentiated work/materials for children's learning.
- Implement children's learning programmes in groups or individually as required.
- Assist Teachers with observation and monitoring of children's progress, and in maintaining accurate assessments and records to inform future learning.

Behaviour Management

- Promote positive behaviour in line with the School's policies.
- Be aware and follow plans for the behavioural management needed for individual children around the school.
- Model for children appropriate standards of behaviour and respect towards colleagues, children, families and visitors.

Additional Responsibilities Beyond the Classroom:

- Ensure the continued safety and wellbeing of children during breaks and lunchtimes in the dining areas, playgrounds and other parts of the school premises.
- Manage the children's lunches by promoting good social skills, manners and cleanliness.
- Engage children in developmental play at break and lunch times.
- Provide welfare support to children including first aid duties within personal level of expertise.
- Developing others through training and coaching.
- Leading and attending meetings.
- Timetabling and staff rotas.

Professional Development

- Participate in additional training and attend staff meetings as required.

Equality and Diversity

- Enable all children to access the national curriculum as independently as possible.
- Promote a fair and diverse learning and play environment for all children.
- Promote self-respect and respect for others seeking to foster all individual's abilities and recognise the needs of one individual are not identical with those of another.

Specialised Skills and Knowledge

- **Willingness to work across the whole primary phase (Foundation stage, Key stage 1 and Key stage 2) in both the inside and outside environment.**
- Desirable but not essential - experience of intervention programmes and their delivery, such as Social Emotional programmes (SEAL) , Speech and Language, Dyslexia , Early Literacy Support, Further Literacy Support
- Cover for Planning, Preparation and Assessment time as required

Person Specification

The person we are looking for must:

- Enjoy working with children.
- Previous experience with assisting with the education of children is desirable.
- A good understanding of literacy and numeracy skills for primary education.
- Be computer literate and be willing to further develop these skills.
- Hold a relevant NVQ Level 2 and 3 or OCR Level 2 qualification and have, or be working towards completing a Level 4 qualification.
- Possess excellent interpersonal skills.
- Ability to work independently or as part of a team.
- The ability to adopt a flexible approach and change roles at short notice.

School Organisation

- Postholder is responsible to the Headteacher and line managed by the Inclusion Manager.

SAFEGUARDING CHILDREN

Display a commitment to the protection and safeguarding of children and young people in line with the 'Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings'.

Report to the Headteacher ANY behaviour by colleagues or children which raises concern.

Signed (Post Holder) _____ Date _____

Signed (Head Teacher) _____ Date _____

Higher Level Teaching Assistants Professional Standards

The professional standards for higher level teaching assistants (HLTA) set out what teaching assistants who are working at a higher level are expected to know and be able to do.

The standards were developed following a wide-ranging consultation with Headteachers, teachers, professional bodies, unions, employers and support staff. There are 33 standards, grouped under three main headings.

Professional values and practice

Those awarded HLTA status must demonstrate, through their practice, that they:

1. have high expectations of children and young people with a commitment to helping them fulfil their potential
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. demonstrate commitment to collaborative and cooperative working with colleagues
7. improve their own knowledge and practice including responding to advice and feedback.

Professional knowledge and understanding

Those awarded HLTA status must demonstrate, through their practice, that they:

8. understand the key factors that affect children and young people's learning and progress
9. know how to contribute to effective personalised provision by taking practical account of diversity
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
12. know how to use ICT to support their professional activities

13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the Headteacher of the school.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

17. use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. use their area(s) of expertise to plan their role in learning activities
19. devise clearly structured activities that interest and motivate learners and advance their learning
20. plan how they will support the inclusion of the children and young people in the learning activities
21. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

22. monitor learners' responses to activities and modify approaches accordingly
23. monitor learners' progress in order to provide focused support and feedback
24. support the evaluation of learners' progress using a range of assessment techniques
25. contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

26. use effective strategies to promote positive behaviour
27. recognise and respond appropriately to situations that challenge equality of opportunity
28. use their ICT skills to advance learning
29. advance learning when working with individuals
30. advance learning when working with small groups
31. advance learning when working with whole classes without the presence of the assigned teacher
32. organise and manage learning activities in ways which keep learners safe
33. direct the work, where relevant, of other adults in supporting learning.

Department for Education