

JOB DESCRIPTION

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| Job Title: | Higher Level Teaching Assistant (HLTA) |
| School: | Drapers Mills Primary Academy |
| Location: | St Peter's Footpath, Margate, CT9 2SP |
| Reporting To: | Headteacher |
| Key Internal Relationships: | Headteacher, SLT, Teaching and Support Staff, Trust HQ, other TKAT schools |

Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element on application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

Job Purpose

The Higher Level Teaching Assistant (HLTA) will:

- Work with the class teachers to raise the learning and attainment of pupils.
- Promote pupils independence, self-esteem and social inclusion.
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.
- Be responsible for ensuring equality of opportunity for all.
- Take responsibility for promoting and safeguarding the welfare of children within the school and trust.
- Work inline with the school ethos and the trusts' vision.

Duties and Responsibilities

Teaching and Learning

- Cover and lead class teaching as and when appropriate.
- Lead and direct the work of other adults in class, when appropriate.
- 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.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among pupils, 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 pupil performance and pass observations on to the class teacher.
- Supervise a class if the teacher is temporarily unavailable.
- Undertake any other relevant duties given by the class teacher.

Planning

- Use areas of expertise to contribute to the planning and preparation of learning activities, and to plan their role within the 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.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.
- Read and understand lesson plans shared prior to lessons, if available.
- Prepare the classroom for lessons.

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher.
- Communicate the 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.
- Work collaboratively with classroom teachers, other colleagues and other relevant

professionals within and beyond the school.

- Develop effective professional relationships with colleagues.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all pupils in the school.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) 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.
- Take part in the school's appraisal procedures.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Higher Level Teaching Assistant (HLTA) will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager. This job description may be amended at any time in consultation with the postholder.

PERSON SPECIFICATION

| Selection Criteria | Essential (E) or Desirable (D) | Assessed By |
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| Qualifications, Training and CPD | | |
| GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths. | E | Application |
| HLTA Status. | D | Application |
| First-aid training, or willingness to complete it. | D | Application |
| Experience | | |
| Experience of planning and leading teaching and learning activities. | E | Application & Interview |
| A working knowledge and demonstrable understanding of child protection and safeguarding. | E | Application & Interview |
| Sound knowledge and understanding of child development and the needs of children. | E | Application & Interview |
| Understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers. | E | Application & Interview |
| Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents/carers and external agencies. | E | Application & Interview |
| Knowledge, Skills and Attributes | | |
| Understanding of effective teaching methods. | E | Application & Interview |
| Knowledge of how statutory and non statutory frameworks of the school curriculum relate to the age and ability ranges of the learners they support. | E | Application & Interview |
| Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice. | E | Application & Interview |
| Good literacy, numeracy skills and organisational skills. | E | Application & Interview |
| Ability to build effective working relationships with pupils and adults. | E | Application & Interview |

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| Knowledge of how to help adapt and deliver support to meet individual needs. | E | Application & Interview |
| Excellent verbal communication skills and active listening skills. | E | Application & Interview |
| Good ICT skills, particularly using ICT to support learning. | E | Application & Interview |
| Understanding of roles and responsibilities within the classroom and whole school context. | E | Application & Interview |
| Personal Qualities | | |
| A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and the trust. | E | Application & Interview |
| Resilient, positive, and committed to our mission, ensuring every child, whatever their background, receives a high quality education. | E | Application & Interview |
| Sensitivity and understanding, to help build good relationships with pupils. | E | Application & Interview |
| Enthusiastic, demonstrating a joy for learning and teaching children. | E | Application & Interview |
| Commitment to maintaining confidentiality at all times. | E | Application & Interview |
| Commitment to safeguarding pupil's wellbeing and equality. | E | Application & Interview |
| Capacity to inspire, motivate and challenge children and young people. | E | Application & Interview |