

## Job Description

Job Title:	Higher Level Teaching Assistant (HLTA) Primary
Reference:	
Reports to:	Vice Principal: Head of Lower School
Responsible for:	No line management
Salary range:	Academy Band E: £25,127 FTE (pro-rotta £21,974)
Contract:	Full time, term-time only

Main purpose of the role:	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:	<ol style="list-style-type: none"> <li>1. Act positively to raise the self - esteem of pupils and to promote positive attitudes to learning</li> <li>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.</li> <li>3. Assess, record and report on development, progress and attainment.</li> <li>4. Organise and manage an appropriate learning environment. Select and adapt appropriate resources/methods to facilitate agreed learning activities</li> <li>5. Liaise with staff and other relevant professionals and provide information about pupils as appropriate.</li> <li>6. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.</li> <li>7. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.</li> <li>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.</li> <li>9. Liaise with external agencies on a regular basis.</li> <li>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.</li> <li>11. Make arrangements for the constructive use of lunchtimes for the children, organising activities and ensuring that these activities are suitably resourced.</li> <li>12. Take a lead role in the smooth running of the dining hall and lunchtime play.</li> <li>13. Keep a CPD file and participate in training and other learning activities as required.</li> </ol>

	<p>14. Helping to engage SEN pupils and encouraging interaction.</p> <p>15. Supporting children with reading, writing and their work.</p> <p>16. Supporting the Class teacher with delivery of lessons.</p> <p>17. Assess, record and report on development, progress and attainment as agreed with the teacher</p> <p>18. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher</p> <p>19. Plan and evaluate specialist learning activities with the teacher, writing reports and records as required</p> <p>20. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate</p> <p>21. Teaching Assistants in this role are expected to undertake the following:</p> <ul style="list-style-type: none"> <li>• Provide specialist support to pupils where English is not their first language</li> <li>• Provide specialist support to gifted and talented pupils.</li> <li>• Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, maths, National Curriculum subject).</li> </ul> <p>22. 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.</p>
	<p><b>Teaching Assistants in this role will also undertake some the following:</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain relationships with families, carers and other adults, e.g. speech therapists</li> <li>• Provide short term cover supervision of classes</li> <li>• Supervise the work of other support staff/trainees</li> <li>• Be responsible for the preparation, maintenance and control of stocks of materials and resources</li> <li>• Escort and supervise pupils on educational and out of school activities</li> <li>• Guide and support pupils in their personal, emotional and social development</li> <li>• Prepare and present displays</li> <li>• Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas</li> <li>• Be involved in planning, organising and implementing individual development plans for pupils (such as Individual educational plans), including attendance at, and contribution to, reviews</li> <li>• Work with pupils not working to the normal timetable.</li> <li>• Retain a positive attitude towards the role and where issues arise, discuss with the line manager to enable the issue to be resolved</li> <li>• Model positivity towards others and support team members in overcoming issues and difficulties that may arise</li> </ul>

	<ul style="list-style-type: none"> <li>To model and hold others to account for living and working within the school's values</li> </ul>	
	<b>Essential</b>	<b>Desirable</b>
Qualification	<ul style="list-style-type: none"> <li>Hold a HLTA qualification; or be willing to undertake study towards this</li> <li>Evidence of Continuing Professional Development relevant to the role.</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>Minimum of 1-year relevant experience of working with children of relevant age within a learning environment</li> <li>Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.</li> <li>Experience of supporting pupils/students of differing abilities and backgrounds.</li> <li>Experience of working with children with complex needs.</li> <li>Positive behaviour strategy knowledge and experience of helping children self-regulate emotions</li> </ul>	<ul style="list-style-type: none"> <li>Have successfully used strategies to improve pupil/student achievement.</li> <li>Experience of working with children with complex needs.</li> <li>Have experience of implementing a variety of de-escalation strategies in challenging situations involving young people.</li> <li>Positive behaviour strategy knowledge and experience of helping children self-regulate emotions</li> </ul>
Skills	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential</li> <li>Ability to secure high standards of behaviour by motivating, encouraging</li> </ul>	

	<p>and engaging pupils</p> <ul style="list-style-type: none"> <li>• Ability to develop in pupils the skills to work independently and collaboratively</li> <li>• Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals.</li> <li>• 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.</li> <li>• Creative and innovative.</li> <li>• Excellent facilitation and presentation skills suitable up to and including senior managers.</li> <li>• Data and IT literate with good IT skills.</li> <li>• Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload.</li> <li>• Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents.</li> <li>• Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions.</li> </ul>
Qualities	<ul style="list-style-type: none"> <li>• Able to confidently liaise with senior colleagues including in formal settings.</li> <li>• Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures.</li> <li>• Personal and professional authority and resilience.</li> <li>• Empathetic, tactful and diplomatic.</li> <li>• Solution focused, working collaboratively and collegially with colleagues and stakeholders.</li> <li>• Excellent inter-personal skills.</li> </ul>