



Job Description and Person Specification

Higher Level Teaching Assistant (HLTA)

Higher Level Teaching Assistants in the Federation of Goodnestone & Nonington CE Primary Schools support the schools' vision to be an "Inclusive learning community, rooted in God".

Higher Level Teaching Assistants make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct.

Job Details

Job Title:	Higher Level Teaching Assistant (HLTA)
School:	Federation of Goodnestone and Nonington CE Primary Schools
Salary/Grade:	KSC/KSD
Hours:	XX hours per week – term time only
Contract type:	Part Time/Full Time, Fixed Term/Temporary/Permanent
Responsible to:	Deputy Headteacher/SENDCo

Main Purpose

The HLTA will:

- Work with 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

Duties and Responsibilities

Teaching and learning

The HLTA will:

- 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/SENDCo
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- To plan and deliver specific interventions as directed by the SENDCo
- HLTAs are expected to undertake at least one of the following:
 - Provide specialist support to pupils with learning, behavioral, communication, social, sensory or physical difficulties
 - 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, numeracy, National Curriculum subject).

The HLTA may also be responsible for a pupil who is not accessing the usual school timetable

Planning

The HLTA will:

- 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
- Under the direction of the class teacher, prepare the classroom for lessons. This may include, but is not limited to ensuring the maintenance of a clean, orderly and safe working environment, making sure that equipment/resources/materials are set out on time as per the direction of the class teacher and used safely to enable pupils to meet their learning objectives.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in 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
- Use allocated time to plan for the delivery of specific interventions, as directed by the SENDCo

Working with staff, parents/carers and relevant professionals

The HLTA will:

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their 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
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with

- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

The HLTA may also be asked to:

- Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews

Health and safety

The HLTA will:

- 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

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Display a commitment and to promote child protection and safeguarding.
- Report to the headteacher any behaviour by colleagues, parents and children which raises concern.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

The HLTA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the 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 is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Person specification

CRITERIA	QUALITIES	
	REQUIRED	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and mathematics First-aid training, or willingness to complete it 	<ul style="list-style-type: none"> Training in specific interventions or further qualifications which support SEND, such as: Attention Autism, ELSA, BRP, TISUK Diploma, Emotion Coaching, Intensive Interaction
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting Experience working with children / young people Experience planning and delivering learning activities Experience of planning and leading teaching and learning activities (under supervision) 	<ul style="list-style-type: none"> Experience of working with children with complex SEN Experience of leading specific intervention programmes Experience of contributing to and reviewing personalised plans and EHCPs Experience of supporting other staff in developing expertise in areas of strength/qualification
Skills and knowledge	<ul style="list-style-type: none"> Good literacy and numeracy skills Good organisational skills Ability to build effective working relationships with pupils and adults Skills and expertise in understanding the needs of all pupils Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Excellent verbal communication skills Active listening skills The ability to remain calm in stressful situations Knowledge of guidance and requirements around safeguarding children Good ICT skills, particularly using ICT to support learning Understanding of roles and responsibilities within the classroom and whole school context Understanding of effective teaching methods Knowledge of how to successfully lead learning activities for a group or class of children Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they 	<ul style="list-style-type: none"> Knowledge of the Mainstream Core Standards

	<p>support</p> <ul style="list-style-type: none"> • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice 	
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Commitment to always maintaining confidentiality • Commitment to safeguarding pupil's wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people • Strong relational practice, with a curiosity about the children 	

Teaching Assistant Professional Standards

The Teaching Assistant Professional Standards are used by the Federation of Goodnestone and Nonington to support the role of Teaching Assistants within the Federation. They are used in several ways:

1. By Teaching Assistants, to shape their own practice and professional development, within and beyond the school
2. By teachers or other line managers, to inform the appraisal of teaching assistants, however it is important to note that the standards should not be used to assess the performance of teaching assistants in the way that teachers' performance is assessed. The standards are not part of a statutory framework and teaching assistants do not have the same sort of pay and career structure as teachers.
3. By the Senior Leadership Team to support the recruitment and appointment of teaching assistants
4. By the Senior Leadership Team to evaluate their induction arrangements and provision of continuous professional development (CPD) for teaching assistants

These core standards are intended to raise the status and professionalism of teaching assistants. They define characteristics that all teaching assistants can demonstrate regardless of their working context. The standards are designed to ensure that the skills and experience demonstrated by teaching assistants help to support high-quality teaching, learning and social inclusion.

Personal and professional conduct

Teaching assistants should uphold public trust in the education profession by:

1. Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
2. Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
3. Having regard for the need to safeguard pupils' wellbeing by following relevant statutory guidance along with school policies and practice.
4. Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.
5. Committing to improve their own practice through self-evaluation and awareness.

Knowledge and understanding

Teaching assistants are expected to:

1. Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer.
2. Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.
3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.
4. Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.
5. Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

Teaching and learning

Teaching assistants are expected to:

1. 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.
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.
3. Use effective behaviour management strategies consistently in line with the school's policy and procedures.
4. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.
5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.
6. Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

Working with others

Teaching assistants are expected to:

1. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
2. With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.
3. Understand their responsibility to share knowledge to inform planning and decision making.
4. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
5. Communicate their 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.

Last review date: June 2025

Next review date: June 2026

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
