



JOB TITLE: HIGHER LEVEL TEACHING ASSISTANT - Zone Based

SCALE: Kent Range 6

RESPONSIBILITY TO: Head of Learning

RESPONSIBILITIES AND DUTIES

The Primary focus of the post will be to work under the professional direction of teachers within a zone as part of the professional team to support learning activities for pupils. Within an agreed system of supervision the HLTA would plan and deliver specified learning activities to individuals, small groups and/or classes set by or with teachers and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques.

The post holder will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.

Principal Duties and Responsibilities:

1. Assume HLTA responsibilities as directed by the Head of Learning or Assistant Headteachers and meet the HLTA Standards.
2. Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure pupils development, progress and attainment. To work in collaboration with teachers to plan, deliver and assess lessons for PPA cover within the identified zone.
3. Deliver learning activities to pupils, adjusting activities according to pupils' needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils' learning.
4. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
5. To work collaboratively with class teachers, colleagues and professionals and carry out programmes that have been set for individual pupils. Be flexibly deployed according to the changing needs of the pupils and school
6. Support the class teacher by organising and maintaining a stimulating environment, appropriate learning experiences and taking care of the physical needs and welfare of the pupils.

7. Support the class teacher through joint planning, preparation, delivery, recording and evaluation of pupils' progress and assisting with administrative tasks.
 8. Support the role of parents in pupils' learning and lead meeting with parents to provide constructive feedback on pupils' progress to ensure pupils achieve their best results.
 9. To work in line with established policies to anticipate and manage behaviour in order to promote pupils' self control and independence to ensure good behaviour and respect for others is maintained.
 10. Use detailed knowledge and specialist skills to support pupils' learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.
 11. Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
 12. Contribute to the overall work/aims of the school and, in liaison with the teacher, establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement and progress of pupils.
 13. Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development.
 14. Act as a role model for all staff in terms of both practice and the ethos and philosophy of the school in the support of our Core Values
- n.b Support staff in schools make a strong contribution to pupils' learning and achievement. Teachers' professional training, knowledge and experience enable them to take overall responsibility for pupils' learning. They are not, however, required to take sole responsibility for every aspect of each lesson that is taught. The HLTA's provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. HLTA's contribute to pupils' learning and will have a significant impact on pupils' achievement.

Signed..... Employee



Signed..... Executive Headteacher

The Beacon SCHOOL

JOB SPECIFICATION: HLTA – Zone Based

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none"> • Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2 or willing to work towards • Knowledge in specialist area; working at professional standards for HLTA
EXPERIENCE	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards – see DfES/TTA document “Professional Standards for higher level teaching assistants” for further information • Successful relevant experience of working with children of relevant age within a learning environment.
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Developed skills for communicating with individual, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. • Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative • Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations. • Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required. • Ability to critically evaluate own performance. • Ability to work effectively with individual pupils, small groups and whole classes under the direction and supervision of a class teacher • Will be expected to work as part of the school team and contribute to plans to ensure the school meets its aims. • Able to contribute to, and demonstrate skills in, planning, monitoring, assessment and class management.
KNOWLEDGE	<ul style="list-style-type: none"> • Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes. • Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.

