

ST BOTOLPH'S C OF E PRIMARY SCHOOL
HIGHER LEVEL TEACHING ASSISTANT (HLTA)
JOB DESCRIPTION April 2018

Responsible to: The Head Teacher, the Governors of the school and Aletheia Anglican Academies Trust

Salary: KR6

POST TITLE: Higher Level Teaching Assistant

RESPONSIBLE to: Head Teacher/Inclusion Manager

REQUIRED: HLTA status or equivalent

JOB SUMMARY

Part of the Higher Level Teaching Assistant (HLTA) role is to work across the school to provide cover for teachers when they are absent from school as well as regular PPA and Management time release. At other times, HLTAs will be in class (or out of class where appropriate) supporting a class or working with small groups or individuals on specific interventions.

PURPOSE OF THE JOB

The role of the HLTA is:

1. To provide and deliver learning activities to whole classes of pupils when the class teacher is not present. The HLTA will deliver lessons that have been planned by the class teacher and report on development, progress and attainment.
2. To work independently with whole classes of pupils.
3. To be responsible for the planning, delivery and monitoring of interventions under the guidance of the classroom teacher or Inclusion Manager. (this maybe a specific intervention)

SUPPORT FOR PUPILS

4. To assess the needs of pupils and use detailed knowledge and skills to support pupils' learning.
5. To establish productive working relationships with pupils, acting as a role model and setting high expectations following the school's behaviour policy
7. To promote the inclusion and acceptance of all pupils within the classroom.
8. To support pupils consistently whilst recognising and responding to their individual needs.
9. To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
10. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
11. Provide feedback to pupils in relation to progress and achievement including marking work in line with the school policy
12. To provide supervision during unstructured times, where required.

SUPPORT FOR THE TEACHER

13. To organise and manage appropriate learning environments and resources.
14. To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
15. To work within an established behaviour policy to anticipate and manage behaviour consistently.
16. To support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc.

SUPPORT FOR THE CURRICULUM

17. To deliver learning activities to pupils, adjusting activities according to pupil responses/needs.
18. To use ICT effectively to support learning activities.
19. To select and prepare resources necessary to lead learning activities, taking account of pupils' interests.

SUPPORT FOR THE INCLUSIONS TEAM

20. Be an active member of the Inclusions Team being self-motivated and directed by Inclusions Manager and her assistant
21. Deliver bespoke interventions resourcing as appropriate
22. Keep records as required by Inclusions Team
23. Feedback regularly to Inclusions Manager and class teachers on progress of interventions
24. Be autonomous and responsible for delivery of interventions
25. Organise your own timetable to ensure best use of time for the benefit of the children
26. Where necessary, liaise with parents and keep them informed of progress of interventions
27. Inclusions Teams roles include: welfare, attendance and lateness, EAL, AR, Sensory circuits, Beam, Speech and Language support, SEMH, English and Maths interventions, dyslexia support, SENCO assistant, liaison with Early Help etc. (This is not a complete list)

SUPPORT FOR THE SCHOOL

28. To follow school policies and procedures.
29. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
30. To contribute to the overall ethos and aims of the school.
31. To carry out play and lunch time duties as required
32. To attend INSET and other training opportunities. Taking initiative for own career development and suggesting training which could benefit the children
33. Uphold and promote the Christian ethos of the school
34. To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Signed by Post Holder _____

Date _____

Additional Responsibilities

Whole school support:

To undertake an agreed aspect of whole school development, write an action plan, review schedule, timetable, and resources needed including expected impact for your area of development

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	HLTA status or equivalent	Evidence of commitment to further Professional development
Experience	Experience as a teaching assistant in EYFS, KS1 or KS2	
Knowledge and understanding	<p>Knowledge and understanding of child development.</p> <p>Utilise a variety of strategies to engage children in learning</p> <p>Knowledge and understanding of the Primary Curriculum.</p> <p>An understanding of children's centred approach to learning and development.</p> <p>Knowledge and understanding of child protection and safeguarding procedures.</p>	
Skills	<p>Excellent inter-personal skills.</p> <p>Ability to prioritise and organise as necessary.</p> <p>Good ICT skills.</p> <p>Ability to relate to and communicate with children both in and outside the classroom.</p> <p>Provide a positive role model for children.</p> <p>Ability to communicate effectively, verbally and in writing.</p> <p>Ability to work effectively with parents and partners.</p> <p>Ability to work in a busy, demanding environment.</p> <p>Ability to model, promote and embed high standards of safe working practice.</p>	
Personal characteristics	<p>Approachable</p> <p>Committed</p> <p>Enthusiastic</p> <p>Reliable</p> <p>Able to motivate self and others</p> <p>Calm under pressure</p> <p>Well-organised</p> <p>Work In a team</p> <p>Commitment to equal opportunities</p>	