



Job Description

Job Title: Higher Level Teaching Assistant

Grade: Kent Range 6

Contract: Permanent

Date: March 2021

Responsible to: Head of School (Headteacher)

Purpose of the post:

To work with teachers to organise and support teaching and learning activities for classes. The primary focus is to undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher. The post holder will provide cover for classes during PPA time and staff absence as well as additional cover as required.

Main duties and responsibilities:

1. Plan, prepare and deliver specified learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the direction and supervision of a teacher.
2. Assess, record and report on development, progress and attainment.
3. Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
4. Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
5. Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning.
6. Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
7. Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties.
8. Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).
9. 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.
10. Contribute to the development of policies and procedures.
11. Provide short- term cover supervision of classes.
12. Be responsible for the presentation of displays.

Note: Whilst every effort has been made to outline the main duties and responsibilities of the post, each individual task undertaken may not be identified. Duties may be amended as appropriate to the grade of the post.

This job description will be reviewed at least annually as part of the schools' adopted appraisal policy. The post holder will be expected to evidence continuous experience and achievement of the national standards for HLTA's-see *attached*

The post holder must promote and safeguard the welfare of children, young and vulnerable people that they are responsible for or come into contact with.

Last review date: [the date when the job description was last reviewed]

Next review date: [the date when the job description will next be reviewed]

Headteacher / line manager's signature:

Date: _____

Postholder's signature: _____

Date: _____

PERSON SPECIFICATION:**Higher Level Teaching Assistant**

	Essential	Desirable	Assessment
Qualifications	<ul style="list-style-type: none"> Level 2 or 3 Diploma (or equivalent) plus additional knowledge in specialist area; working at or towards professional standards for HLTA 	Evidence of continuous INSET and commitment to further professional development	Application Form and Statement
Experience	<p>The HLTA should have experience of:</p> <ul style="list-style-type: none"> Successful relevant experience of working with children of relevant age within a learning environment. working across the primary/KS phase A proven track record of good and outstanding practice Working knowledge of SEN Code of Practice 		Application Form and Statement
Professional Knowledge and understanding	<ul style="list-style-type: none"> Sound 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 	<p>The HLTA may have knowledge and understanding of:</p> <ul style="list-style-type: none"> the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies); statutory National Curriculum requirements at the appropriate key 	Application & Interview Process

	<p>management policies and strategies which contribute to a purposeful learning environment.</p>	<p>stage;</p> <ul style="list-style-type: none"> • the monitoring, assessment, recording and reporting of pupils' progress; • the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection; • the positive links necessary within school and with all its stakeholders; • effective teaching and learning styles. 	
<p>Skills and abilities</p>	<p>The HLTA will be able to:</p> <ul style="list-style-type: none"> • Develop 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. • promote the school's aims positively. • develop good personal relationships within a team; • establish and develop close relationships with parents, governors and the community; • communicate effectively (both orally and in writing) to a variety of audiences; 		<p>Interview Process & Application Form</p>

	<ul style="list-style-type: none"> • create a happy, challenging and effective learning environment. • Promote positive behaviour strategies • Have a good level of written and oral communication skills. 		
Personal characteristics	<ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Empathetic • Patient • Calm under pressure • Well-organised • Resourceful • Self-motivating with a positive outlook • Excellent attendance and punctuality record • Ability to work to deadlines and under pressure • Ability to ask for advice and support where necessary • Ability to receive feedback and act to improve own performance 		<p>Interview Process</p> <p>Application Form</p>
Philosophy	<ul style="list-style-type: none"> • Commitment to self-evaluation and continuous improvement • Commitment to sharing good practice • Belief in the positive difference high 	<ul style="list-style-type: none"> • Commitment to coaching & mentoring in order to improve practice 	<p>Application Form and Interview Process</p>

	quality educational opportunities make to peoples' lives.		
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HLTA Standards

Those with HLTA status must demonstrate, through their practice, that they:

Professional Attributes

- 1 Have high expectations of children and young people with a commitment to helping them fulfil their potential
- 2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- 3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- 4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- 5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
- 6 Demonstrate a commitment to collaborative and cooperative working with colleagues
- 7 Improve their own knowledge and practice including responding to advice and feedback

Professional Knowledge and Understanding

- 8 Understand the key factors that affect children and young people's learning and progress
- 9 Know how to contribute to effective personalised provision by taking practical account of diversity
- 10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- 11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- 12 Know how to use ICT to support their professional activities
- 13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- 14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- 15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- 16 Know how other frameworks that support the development and well-being of children and young people, impact upon their practice

Professional Skills*

Planning and Expectations

- 17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities

- 18 Use their area(s) of expertise to plan their role in learning activities
- 19 Devise clearly structured activities that interest and motivate learners and advance their learning
- 20 Plan how they will support the inclusion of the children and young people in the learning activities
- 21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Monitoring and Assessment

- 22 Monitor learners' responses to activities and modify the approach accordingly
- 23 Monitor learners' progress in order to provide focused support and feedback
- 24 Support the evaluation of learners' progress using a range of assessment techniques
- 25 Contribute to maintaining and analysing records of learners' progress

Teaching and Learning Activities

- 26 Use effective strategies to promote positive behaviour
- 27 Recognise and respond appropriately to situations that challenge equality of opportunity
- 28 Use their ICT skills to advance learning
- 29 Advance learning when working with individuals
- 30 Advance learning when working with small groups
- 31 Advance learning when working with whole classes without the presence of the assigned teacher
- 32 Organise and manage learning activities in ways which keep learners safe
- 33 Direct the work, where relevant, of other adults in supporting learning

**Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*