



Saffron Green Primary School Job Description – HLTA

Job Details

Grade: H5

Salary: £27,254

Hours per week: 32.5

Contract type: Permanent

Reporting to: Deputy Head/Headteacher

Main purpose

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.

Key responsibilities

- 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.
- Assess, record and report on development, progress and attainment.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- Use teaching and learning objectives to plan, evaluate and adjust lessons/ work plans as appropriate within agreed systems of supervision.
- Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning.
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
- Teaching Assistants at this level are expected to undertake at least one of the following:
 - Provide specialist support to pupils with learning, behavioural, 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).

Teaching Assistants in this role may also undertake some or all of the following:

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



- 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.
- Contribute to the development of policies and procedures.
- Provide cover supervision of classes.
- Supervise or manage the work and development of other classroom support staff.
- Be responsible for the preparation, maintenance and control of stocks of materials and resources.
- Liaise with external agencies on a regular basis.
- Provide pastoral care to pupils for example as head of year or tutor group.
- Be responsible for pupils who are not working to the normal timetable.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.
- Invigilate exams and tests.
- Be responsible for the presentation of displays.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Person specification - HLTA

The person specification is related to the requirements of the post as determined by the job description. Shortlisting is carried out on how well the candidate meets the requirements of the person specification in the job application.

Job Context

- The jobholder is one of a team of teachers and assistants who support the learning of pupils. Flexibility by all staff is important in order to meet the varied needs of pupils.
- Works under the direction of a teacher in delivering specified learning activities to individuals, groups and/ or whole classes. Independently plans, prepares and delivers learning, assesses records and reports on development, progress and attainment, refers complex problems.
- Under the direction of a teacher, takes responsibility for assessing pupil overall learning needs in specialist field and providing learning activities for groups and/ or whole classes of pupils, including planning and adjusting lessons and other activities.

Essential requirements:

Knowledge, Skills & Abilities



- Requires knowledge and procedures for supporting and leading learning activities in a specialist area (e.g., additional needs, curriculum area), including planning, preparing and delivering specified work to groups and classes.
- Knowledge at NVQ level 3 plus additional knowledge in specialist area; working at or towards professional standards for HLTA.
- Demonstrate specialist skills that may be appropriate to 7(a-d) above.
- Resolves problems in relation to providing learning activities. May contribute to planning of activities for the session, day or week.
- Contributes to planning and development of learning activities with teachers; plans specified learning activities; responds to activity-related problems without referral to teachers. May be involved in planning, organising and developing individual education plans.
- Developed skills for communicating with individuals, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary.
- Works with teachers to plan and evaluate learning activities, exchange information with other staff, parents/carers.
- Knowledge and compliance with policies and procedures relevant to child protection and health and safety.
- Prepare and clear up learning resources, equipment, keyboard skills

Supervision

- The jobholder will usually be managed by a member of the school's senior management team or by a more senior teaching assistant but may work with several teachers.
- Day to day direction/ supervision will usually come from the class teacher or individual covering the class (where it is not the post holder) in the absence of the class teacher to whom he/ she is assigned.
- Independently plans, prepares and delivers learning, assesses records and reports on development, progress and attainment, refers complex problems.
- Regular supervisory responsibility for other Teaching Assistants.

Problems, Demands & Decisions

- Follows detailed instructions and/or is closely supervised with little scope for discretion; problems are generally referred.
- Working with individuals, groups and whole classes of pupils requiring mental and sensory concentration; work is regularly interrupted although this does not normally require switching from one activity to another. Medium periods of concentrated mental attention for lesson planning.
- Regularly exposed to emotionally demanding behaviour and situations as a result of attending to pupils' personal needs and assisting with behaviour management.
- May have demands arising from ongoing involvement with pupils with special educational needs



Personal qualities

- Commitment to supporting and understanding pupil needs
- Uphold and promote the ethos and values of the school
- Maintain confidentiality at all times
- Commitment to safeguarding, equality, diversity and inclusion