

Job Title:	Higher Level Teaching Assistant (HLTA)
Grade:	8
Responsible To:	Teaching staff, Senior Leadership Team
Key Relationships/ Liaison with:	Teachers, Other classroom support staff, SENDCo
Job Purpose:	An HLTA will work under the direction and supervision of a teacher to contribute to the planning, delivery and evaluation of learning activities for whole classes, groups and individual pupils. Specified work may be delivered to whole classes, without the presence of a teacher, on an ongoing basis as part of routine timetabling (e.g. PPA provision) and on a more ad hoc basis as part of the schools strategy for planned absences of up to 3 days. HLTA's may also undertake day-to day management responsibility for TAs, LSAs and classroom volunteers.

Main duties and responsibilities:

1. To contribute to the planning, delivery and evaluation of whole class learning activities, including delivering lessons to the whole class without a teacher being present and feeding back on pupil engagement and achievement.
2. To contribute to the planning, delivery and evaluation of learning activities for groups and individual pupils, planning your own role and providing feedback on pupil engagement and achievement.
3. To devise clearly structured learning activities for individuals, groups and whole classes, the interest and motivate pupils and advance their learning.
4. To organise and manage learning activities in ways which keep learners safe.
5. To promote and support the development of pupil's self-reliance, self-esteem and emotional resilience.
6. To monitor and evaluate learner's progress using a range of assessment techniques, to provide focused support and feedback.
7. To monitor learners' responses to activities and modify your approach accordingly.
8. To support the physical, intellectual, emotional and social development of pupils, contributing to planning and facilitating children and young people's learning and development.
9. To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.

- 10 To develop positive relationships with colleagues, providing consistent and effective support and directing the work, where relevant, of other adults in supporting learning.
- 11 To support pupils to improve their numeracy and literacy skills through focused learning activities and more generally across the curriculum.
- 12 To prepare and utilise ICT resources to support your professional activities and to advance pupils' learning.
- 13 To contribute to the selection, preparation and use of resources suitable for engaging children and young people in planned and unplanned learning activities.
- 14 Having regard to equality of opportunity, to provide care and encouragement to all pupils, planning for and supporting their participation in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- 15 To provide support for bilingual / multilingual pupils if required.
- 16 To invigilate internal and external tests and examinations under formal conditions.
- 17 To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required).
- 18 To assist with the maintenance and analysis of pupil record keeping systems, including recording agreed updates to individual records.
- 19 To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
- 20 To supervise a whole class for not more than 3 days in the event of the unplanned absence of the teacher, ensuring that the pupils are engaged in work and activity as set by a teacher, and managing any behaviour issues that may arise in accordance with school/college policy.
- 21 To advance the learning of a whole class in the event of the planned absence of the assigned teacher, ensuring that the pupils are engaged in appropriate learning activities and managing any behaviour issues that may arise in accordance with school policy.
- 22 To have responsibility for the day-to-day management of other Teaching Assistants and Learning Support Assistants in order to develop their working practices.
- 23 To support TAs and LSAs in identifying their own learning needs and help provide opportunities to address these needs as appropriate.
- 24 To support and motivate volunteers, including briefing them on their responsibilities, giving them feedback on their work, and assisting them to resolve any problems that may arise.

- 25 To contribute to the development and review of policies and practices relevant to classroom support staff.
- 26 To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements and assist in the implementation and evaluation of the plans.
- 27 To lead extra-curricular activities, as appropriate, under the direction of the school but with limited direct supervision.
- 28 To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being.
- 29 To undertake midday supervision of pupils.
- 30 To provide toileting support to pupils as necessary.
- 31 To support, as appropriate, in instances where pupils are unwell whilst at school.

Subject to the duration of the need, the special conditions given below apply:

- (a) The nature of the work may involve the postholder carrying out work outside of normal working hours.
- (b) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Learn Academics Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

	Essential	Desirable	How assessed

<u>Qualifications</u>	✓ ✓		App/Doc
<u>Experience</u>	✓	✓	App/Ref
<u>Knowledge</u>	✓ ✓		App/Int/ Ref App/Int/ Ref
<u>Skills/Attributes</u>	✓ ✓ ✓ ✓ ✓ ✓		App/Int/ Ref Int/ Ref Int/ Ref Int/ Ref Int/ Ref
<u>General Circumstances</u>	✓		App/Int
<u>Factors not already covered</u>	✓		Med

Key for Person Specification:

App = Application Form Test = Test

Int = interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)