



Job Title	Higher Level Teaching Assistant (HLTA) with Management Responsibilities
Salary Range	Grade 10, SCP 25 – 26

PURPOSE OF ROLE

To complement the professional work of teachers by taking responsibility for agreed learning activities to a whole class, monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. It may also involve the planning of and preparation for learning activities with the support, guidance and agreement of the class teacher, and providing cover for classes where required. The HLTA will work closely with pupils and staff, supporting the school's commitment to safeguarding and promoting the welfare of all children.

KEY RESPONSIBILITIES

Support for pupils

- Plan, prepare and deliver specified work to individuals, small groups or, for whole classes, modifying and adapting activities as necessary under the direction and supervision of a teacher.
- To have a good understanding of the teaching of maths and English with a particular focus on the achievement of age-related expectations in writing.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement.
- Provide feedback to pupils in relation to progress and achievement both verbally and written in line with the Marking and Feedback policy.
- Carry out intimate care when required.
- This role will be expected to undertake at least one of the following: a) Provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties. b) Provide specialist support to pupils where English is not their first language. c) Provide specialist support to gifted and talented pupils. d) Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject, EYFS).



Support for Teachers

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust lessons/work as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide accurate feedback and reports as required on pupil achievement, progress and levels of attainment.
- Follow the behaviour policy to manage and promote positive behaviour from all children.
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide information and feedback on attainment and behaviour.
- Administer, invigilate and mark test papers where required.
- Produce lesson plans and resources for lessons.

Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision and adjusting activities according to pupil responses and needs.
- Follow the curriculum policies set out by the leadership of the school.
- Use IT effectively to support the planning and delivery of lessons.
- Plan and prepare resources to meet the needs of learners, taking into account prior learning and the language or cultural backgrounds of children.
- Support for the school
- Promote and model the core values of the school.
- Follow school policies to ensure consistent practice in safeguarding, acceptable use, health and safety, confidentiality and data protection.
- Know the school development priorities and work to ensure the school is successful in meeting its development targets.
- Work to form and establish positive relationships with parents, children, colleagues, school governors and directors of the Trust.
- Work with other agencies in supporting the school with safeguarding and school development priorities.
- Be a role model for children and the local community.
- Support the school in providing a range of out of school or extra-curricular activities for children.

Staff Management Responsibilities

- Supervising and mentoring Teaching Assistants or support staff
- Supporting performance reviews and professional development of TA's
- Contributing to staff deployment and timetabling
- As Bus Lead, acting as the main supervising adult for pupils travelling to St Bernard's in the morning and at the end of the school day, ensuring their safety, wellbeing, and a calm, positive start and end to their day. Also leading the organisation of the staff bus rota.



JOB SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> HLTA qualification, NVQ Level 4 or equivalent and/or equivalent experience and willingness to complete this First-aid training, or willingness to complete it Level 2 in English and Maths 	
Knowledge	<ul style="list-style-type: none"> Understanding of child development and how it affects learning Strong knowledge of intervention strategies used with underachieving and/or pupils with special needs Appropriate awareness of data protection, security and confidentiality Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Knowledge of ICT, literacy, numeracy, national curriculum subject, EYFS. 	
Relevant Experience	<ul style="list-style-type: none"> Working with or caring for children and young people Experience of working in a classroom setting 	<ul style="list-style-type: none"> Experience working with children of relevant age. Experience in working in another service to young people. Previous experience of working as a HLTA Experience of working with large groups of children Experience of supporting Writing/Maths
Skills	<ul style="list-style-type: none"> Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to relate well to children and adults. Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. Able to prioritise tasks and act on own initiative. Able to motivate and encourage children to develop to their full potential. 	<ul style="list-style-type: none"> Can use ICT effectively to support learning. Use of other equipment technology – video/DVD, Photocopier



Other

- Requirement for some out of school and/or out of term working to support specific activities or events as appropriate

GENERIC DUTIES RELEVANT TO ALL MEMBERS OF STAFF

The Trust

The ethos of the Trust is included within the strapline “Living, Loving Learning”. All staff are expected to be committed to this aim in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.

As a member of the Trust your role will be based at the Trust central office. However you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required

ICT

It is expected that all teaching and support staff follow the ICT Vision of the Trust.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

Employees are required to work in compliance with the Academy’s Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding



The Mater Christi Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. It is the post holder's responsibility to promote and safeguard the welfare of children and young people for whom s/he comes into contact with and adhering to and ensuring compliance with the Trust's Safeguarding Policy at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the College s/he must report any concerns to his/her line manager or the Trust or Schools Designated Safeguarding Lead. |

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Signatures

This job description reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Headteacher.

Signed _____
(Post Holder)

Date _____

Signed _____
(Line Manager)

Date _____