

## Job Description

Holy Trinity Eight Ash Green is part of the LIFE Education Trust, a family of schools that work together and have the same mission, to build great learning communities that unleash creativity and champion optimism, in a spirit of compassion.

We are looking for brilliant people to join the LIFE team who share and demonstrate our beliefs:

- Courageous Optimism
- Boundless Creativity
- Heartfelt Compassion

Job Title	HLTA
Scale	5.9 – 5.12
Type	Permanent
Hours per week	33.75
Weeks per year	39
Reports to	Executive Head, Head of Schools, SEND Inclusion Lead, SENCo, Class Teacher
<b>Job Purpose</b>	
	The Higher Level Teaching Assistant (HLTA) is a member of a team of professionals that will include teachers and other teaching assistants. The team works together to care for and educate the pupils in the school. The HLTA makes a specific contribution to their specific subject area and/or curriculum contribution to the school teaching and learning programme.
<b>Principal Accountabilities</b>	
	To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures. The HLTA works under the direction and control of the Headteacher, and that general authority will be delegated to the SENCo. At all times the HLTA will work subject to the direction of a teacher within an agreed system and supervision and management.
<b>Duties</b>	
<b>HLTA:</b>	<ul style="list-style-type: none"> <li>• Teach individuals, groups or classes on their own or in the presence of another colleague</li> <li>• Provide pupil feedback in accordance with the school's Marking and Feedback policy</li> <li>• Assess and record data as required</li> <li>• Collect and collate information for the development and implement of IEP, intervention data and individual targets.</li> <li>• Complement the professional work of teachers by supporting pupils on a 1-2-1 basis, in small groups either within a class or outside of the classroom</li> <li>• Supervise pupils, on or off school premises, in the context of routine trips, local visits, concerts etc</li> <li>• Plan, prepare and deliver lessons, interventions, learning activities for all pupils ensuring their learning needs are met</li> <li>• To consistently support and implement the whole school behaviour policy</li> <li>• Support the SENCo, parents/carers and pupils during their transition periods by planning and preparing introductory materials for new pupils and making any visits that may need to be undertaken</li> <li>• Provide objective and accurate feedback and report to SENCo</li> <li>• Contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc.</li> </ul>

**Duties (continued)**

<b>Support for Pupils</b>	<ul style="list-style-type: none"><li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations</li><li>• Promote the inclusion and acceptance of all pupils within the classroom</li><li>• Support pupils consistently whilst recognising and responding to their individual needs</li><li>• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities</li><li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance</li><li>• Provide feedback to pupils in relation to progress and achievement</li></ul>
<b>Support for Curriculum</b>	<ul style="list-style-type: none"><li>• Deliver local and national learning strategies and make effective use of opportunities to support the development of pupils' skills</li><li>• Use ICT effectively to support learning activities and develop pupils' competence and independence in its use</li><li>• Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds</li></ul>
<b>General</b>	<ul style="list-style-type: none"><li>• Comply with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person</li><li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop</li><li>• Contribute to the overall ethos/work/aims of the school</li><li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the PPPC, to support achievement and progress of pupils</li><li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li><li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li><li>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li><li>• The Governing Committee is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share in this commitment.</li></ul>

**The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.**

This job description is current at the date shown, but in consultation with you, may be changed by the Executive Head or Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.

I acknowledge that I have seen and received a copy of the job description.

Signed: \_\_\_\_\_(HLTA)

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



## Person Specification

### Knowledge, skill and experience requirements

	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R) Task (T)
<b>Education and Experience</b>		
Meet HLTA standards or equivalent qualification or experience	E	A, I
Hold relevant qualifications	E	A
Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C)	E	T
Training in relevant learning strategies e.g. literacy	E	A, I, R
Evidence of specialism in specific curriculum areas or areas of particular learning difficulty	D	A
<b>Key Skills and Abilities</b>		
Effective oral and written communication skills	E	A, I, R, T
Excellent interpersonal skills both in working relationship with young pupils and informing effective professional relationships with a wide range of contacts	E	I, R
Good organisational and time management skills	E	I, R
Sound IT skills to support learning and maintain electronic information systems	E	A, R
Input data into spreadsheets and computer programs (SIMS & pupil tracking systems) and be able to analyse these results to track progress.	E	A, R
Able to form and maintain appropriate professional relationships and boundaries with children and young people.	E	I, R
Ability and willingness to work constructively as part of a team.	E	I
Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy	E	I, T
Ability to organise the classroom activities eg preparing and setting out resources	E	I, T
Ability to deal with sensitive information in a confidential manner.	E	I, R
Ability to provide a good role model to young pupils	E	I
Ability to work in partnership with parents and teachers	E	I
Ability to use own initiative and work flexibly.	E	I, T
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E	I
Ability to adapt lessons for pupils with SEN	E	A, I, T
Ability to create resources for SEN pupils to supplement lessons	E	I, T
Empathy with young people facing barriers to their learning	E	I, T
Commitment to helping pupils achieve through education & learning	E	I
<b>Attributes</b>		
An excellent record of punctuality and attendance	E	I, R
Ability to work as part of a team	E	I, R
Willingness to undertake continuing professional development	E	A, I
An understanding of Safeguarding legislation and its operation in a school environment	E	I