



Thrive CE Academy Trust

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Teaching Assistant (HLTA) – Job Description

Post title:	Teaching Assistant Level 4 (HLTA)
Salary and grade:	NJC, Grade 5
Line manager/s:	The headteacher, members of the senior leadership team (SLT) and the class teacher

Main purpose of the job:

We believe that teaching assistants are an integral part of our school workforce. The Teaching Assistant Level 4 will complement the professional work of teachers by taking responsibility for agreed learning activities, including the planning, preparation and delivery of learning programmes for individuals, groups and whole classes, including to provide cover for teacher absence and timetabled teaching where appropriate.

The post holder will take responsibility for the management and development of a specialist area within the school or across a department, and for leading and deploying teaching assistants to support pupils who require additional help to overcome barriers to learning. The role includes working collaboratively with teaching staff and contributing to departmental and whole-school improvement.

Duties and responsibilities:

Support for pupils

- Work with individual pupils, groups and classes under the supervision of the teacher, including delivering programmes of work and implementing Individual Learning Plans (ILPs).
- Assess pupils' needs and use detailed knowledge, specialist skills, training and experience to support learning and progress.
- Establish productive working relationships with pupils, acting as a positive role model, setting high expectations and promoting independence.
- Promote the inclusion and acceptance of all pupils and encourage co-operative working and positive interaction.
- Monitor, evaluate and record pupil progress against agreed learning objectives, providing feedback to support achievement and self-reliance.
- Attend to pupils' personal, social, health and welfare needs, including minor first aid and pastoral support, assisting their overall development.

Support for teachers

- Organise and manage learning environments and resources to support planned teaching and learning activities.
- Contribute to the whole planning cycle, including preparing challenging learning objectives and evaluating and adjusting lessons and work plans.



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Belonging Believing Becoming

- Provide regular, objective and accurate feedback to teachers on pupil attainment, progress and behaviour, supported by appropriate evidence.
- Be responsible for keeping and updating records, data and information, producing analysis and reports as required.
- Undertake marking of pupils' work and accurately record progress and achievement.
- Administer and assess routine tests and invigilate examinations as required.
- Provide specialist advice and guidance within identified curriculum or learning areas.
- Liaise with parents/carers and external agencies as appropriate, contributing to and leading meetings to support pupil progress.
- Take a lead role in the development and implementation of effective behaviour management strategies that promote self-control and independence.
- To cover and lead class teaching (under supervision) as and when appropriate
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Direct the work, where relevant, of other adults in supporting learning

Support for the Curriculum

- Implement agreed learning activities and teaching programmes, adapting activities in response to pupil needs and assessment outcomes.
- Contribute to the development of lesson and work plans, including those linked to local and national learning strategies.
- Select, prepare and advise on the appropriate use of specialist resources, equipment and learning aids.
- Support and promote the effective use of ICT in learning activities, developing pupils' competence and independence.
- Monitor and evaluate pupil responses to learning through systematic observation and planned recording.

Support for the School

- Ensure school policies, procedures and strategic processes are followed to overcome barriers to learning, including behaviour management approaches.
- Comply with and contribute to policies relating to safeguarding, health and safety, security, confidentiality and data protection, reporting concerns appropriately.
- Accompany teachers and pupils on educational visits and activities.
- Maintain positive and professional relationships with colleagues and contribute effectively to teamwork.



Thrive CE Academy Trust

Belonging Believing Becoming

- Support and deliver out-of-school learning activities in line with school guidelines.
- Contribute to the overall ethos, aims and continuous improvement of the school.
- Work collaboratively with external agencies and professionals to support pupils, taking initiative to develop multi-agency approaches where appropriate.

Other

- To have professional regard for the ethos, policies and practices of our Trust schools and the Trust and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

All elements of Specified Teaching Work undertaken by the postholder will be within the framework of the school's Scheme of Supervision in line with the 2003 Regulations and (amended Regulations 2007). In addition to HLTAs, the Regulations cover other groups of support staff who undertake 'specified work' at different levels. Specified work may cover a range of activities at different levels – including for some staff, work with whole classes. Headteachers will ensure that the support staff member has the skills, experience and expertise required to carry out 'specified work'. Where more demanding aspects of 'specified work' are carried out by support staff, and particularly where they are working with whole classes, it is strongly recommended that the headteacher should have regard to the standards for HLTAs in determining whether those staff have the necessary level of skills and expertise.

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school or Trust is changed. Nothing will be changed without consultation.

Signature of post holder:

Date: / /

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Signature of Head teacher:

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Teaching Assistant Level 4 (HLTA) – Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> o GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths o First-aid training, or willingness to complete it o Hold Higher Level Teaching Assistant (HLTA) status or be able to demonstrate that they meet the HLTA standards
Experience	<ul style="list-style-type: none"> o Experience working in a school environment or other educational setting o Experience working with children / young people o Experience planning and delivering learning activities o Experience of planning and leading teaching and learning activities (under supervision)
Skills and knowledge	<ul style="list-style-type: none"> o Good literacy and numeracy skills o Good organisational skills o Ability to build effective working relationships with pupils and adults o Skills and expertise in understanding the needs of all pupils o Ability to lead whole-class learning o Knowledge of how to help adapt and deliver support to meet individual needs o Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils o Excellent verbal communication skills o Active listening skills o The ability to remain calm in stressful situations o Knowledge of guidance and requirements around safeguarding children o Good ICT skills, particularly using ICT to support learning o Understanding of roles and responsibilities within the classroom and whole school context o Understanding of effective teaching methods o Knowledge of how to successfully lead learning activities for a group or class of children o Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support o Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Personal qualities	<ul style="list-style-type: none"> o Enjoyment of working with children o Sensitivity and understanding, to help build good relationships with pupils o A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school o Commitment to maintaining confidentiality at all times o Commitment to safeguarding pupil's wellbeing and equality o Resilient, positive, forward looking and enthusiastic about making a difference o Capacity to inspire, motivate and challenge children and young people



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