

**HIGHER LEVEL TEACHING ASSISTANT
(HLTA)**

GRADE: G8 **REPORTS TO:** Head of School or member of FLT (or other designated person)

1. PURPOSE OF JOB:

- To complement the professional work of Teachers and Head of School by leading and delivering learning objectives to children and young people as directed.
- Postholder to take responsibility for the management of Learning Support Assistants across the school and/or the development of a specialist area.

2. MAIN RESPONSIBILITIES, TASKS AND DUTIES

i.	Assess the needs of students using detailed knowledge and specialist skills to support learning and establish productive working relationships with students, acting as role model and setting high expectations as well as develop and implement ILPs.
ii.	Promote the inclusion and acceptance of all students within the classroom whilst supporting students consistently, recognizing and responding to individual needs. Postholder to encourage students to interact and work cooperatively with others and engage all students in activities.
iii.	Promote independence and employ strategies to recognize and reward achievement of self-reliance, such as providing feedback to students in relation to progress and achievement.
iv.	Support for Teachers Organise and manage appropriate learning environment and resources, to include the planning of challenging teaching and learning objectives to evaluate and adjust lessons/ work plans as appropriate within an agreed system of supervision.
v.	Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. Providing substantiated, objective and accurate feedback and reports as required, supporting the role of parents' in students learning and contribute to/ lead meetings with parents.
vi.	Work within an established positive behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence,
vii.	To produce lesson plans, classroom organisation and activity plans etc. and administer and assess/ mark tests and invigilate exams/ tests.
viii.	Support for the Curriculum Deliver learning activities to students within agreed system of supervision, adjusting activities according to pupil responses/ needs whilst also delivering local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students' skills. Postholder should use ICT effectively to

		support learning activities to develop students' competence and independence in its use.
	ix.	Select and prepare resources necessary to lead learning activities, taking account of students' interests and language/cultural backgrounds. Advising on appropriate deployment and use of specialist aid/resources/equipment.
	x.	Support for the School Comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
	xi.	Be aware of and support difference to ensure all students have equal access to learning opportunities, contributing to the overall ethos/work/aims of the school. In liaison with the teacher, postholder also to establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students, taking the initiative as appropriate to develop multi-agency approaches to supporting students.
	xii.	Recognise own strengths and areas of expertise and use these to lead, advise and support others.
	xiii.	Deliver out-of-school learning activities within established guidelines, contributing to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.
3.	MANAGEMENT OF PEOPLE As a member of the school Team, the postholder may be responsible for supporting the work of an individual or team of Learning Support Assistants. This may involve Personal learning journey reviews and/or training as appropriate. SUPERVISION OF PEOPLE Allocation and monitoring of work on a daily or less regular basis.	
4.	CREATIVITY & INNOVATION (<i>what innovative & imaginative responses to issues are required to resolve problems?</i>) Under the direction of teaching staff, the postholder is responsible for the organization and management of the learning environment and resources. Some creativity may be displayed in dealing with issues relating to individual pupils.	
5.	CONTACTS & RELATIONSHIPS (<i>what personal contacts and relationships are required with other people and organisations to carry out the job?</i>) Direct contact with students and other school based employees. Establish relationships with other agencies/ professionals, in particular with teaching staff. Consult and communicate with parents\carers under the supervision of the Teaching and Learning Leader, Head of School, Executive head.	
6.	DECISIONS (<i>a requirement to make decisions or recommendations. The extent to which policies, procedures or other guidelines affect your decisions</i>)	
	a) Discretion – the post holder has the following discretions: Decisions are made in line with established policies and procedures. Required to work within school policies, procedures and relevant legislation, particularly in relation to child protection, behaviour management and agreed learning strategies.	
	b) Consequences – the consequences of the post holder's decisions can be anticipated to impact on the following:	

	Impact on the quality of education of a student or group of student and, indirectly, on parental attitudes to the school.
7.	RESOURCES <i>(the post holder is personally accountable / responsible for the following:)</i> Learning Resources
8.	WORK ENVIRONMENT a) Work Demands <i>(impact of deadlines and changing and conflicting priorities)</i> Impact minimised by agreement of lesson plans/system of supervision with the Teaching team / TALL. Potential for whole school issues to impact on postholder's workload or work Area.
	b) Physical Demands <i>(continuing physical effort, bending, lifting, pushing etc.)</i> Limited physical demands- some standing and walking. Bending may be needed in dealing with child-centred activities at Primary/Infant level. Team Teach interventions used thought the school.
	c) Working Conditions <i>(exposure to disagreeable or unpleasant conditions)</i> In general, classroom / learning space based, which also may include outside at times.
	d) Work Context <i>(potential risk to safety & well-being, including abuse and aggression)</i> Potential risk to well being through exposure to aggressive behaviour from Pupils, verbal abuse or personal care issues with some pupils. Contact with parents/carers could also potentially expose the postholder to physical/ verbal abuse.
9.	KNOWLEDGE AND SKILLS <i>(required to be fully competent in the post)</i> <ul style="list-style-type: none"> • HLTA standards through equivalent qualifications or experience. • Numeracy & literacy skills equivalent to NVQ 2 in Maths and English • 5 years relevant TA experience, including qualification period
9.	OTHER DUTIES The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade will be with the consent of the post holder.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATIONS & TRAINING	<ul style="list-style-type: none"> • HLTA standards through equivalent qualifications and experience. • Numeracy & Literacy skills equivalent to NVQ Level 2 in Maths & English 	<ul style="list-style-type: none"> • Current First Aid qualification

	<ul style="list-style-type: none"> • 5 years relevant TA experience 	
EXPERIENCE	<ul style="list-style-type: none"> • Experience of delivering learning activities within agreed systems of supervision across Key Stages EYFS to Key Stage 4 / 5, integrating core skills • Experience of working with pupils with learning difficulties such as MLD, SLD, ASD, ADHD & SEMH • Experience of working with pupils with challenging behaviour 	<ul style="list-style-type: none"> • Experience of delivering learning activities within agreed systems of supervision to pupils with additional needs, including ASD, speech, language and communication difficulties, BESD... • Experience of preparing reports for reviews of statements • Experience of target setting
KNOWLEDGE & UNDERSTANDING	<ul style="list-style-type: none"> • Working knowledge of relevant policies, procedures, codes of practice and legislation including data protection, child protection and safeguarding • Knowledge and understanding of current issues in the field of education to allow for greater contribution to the effectiveness of the school • Knowledge of National Curriculum. • Ability to deliver learning activities across a range of subjects, including life skills • Ability to use a range of teaching strategies for teaching & classroom management • An understanding of target setting • A good understanding of assessment for learning 	<ul style="list-style-type: none"> • Knowledge of first aid • Knowledge of communication development, including augmentative systems and autism • Knowledge of behaviour management strategies • Knowledge of inclusion and additional needs • Ability to motivate and inspire pupils • Have knowledge of the appraisal system (PLJ) as it relates to support staff
SKILLS	<ul style="list-style-type: none"> • Excellent communication, organisational and ICT skills • The ability to organise own workload and determine priorities within the working day • The ability to handle sensitive and confidential information and issues appropriately • The ability to self-evaluate learning needs and actively seek CPD • Good time management skills • Ability to deliver learning activities across a range of subjects, including life skills 	

	<ul style="list-style-type: none"> • Ability to use a range of teaching strategies for teaching & classroom management • Ability to use assessment as a tool for developing individual learning plans • Ability to contribute to and implement Individual Learning Plans • Ability to assess the needs of pupils using detailed knowledge and specialist skills • Ability to produce lesson plans, resources to meet the range of additional needs etc. 	
PERSONAL CHARACTERISTICS	<ul style="list-style-type: none"> • To be able to demonstrate initiative and intuition • Punctual • Approachable and professional • Present smart appearance • A desire to have a positive impact on outcomes for children and young people • Experience of working with and managing support staff • Ability/desire to work collaboratively to effect school improvement • Commitment to enhancing teaching and learning in the schools in the Federation • Enthusiasm • Flexibility • Commitment • Sense of humour • Ability to work as part of a team • Ability to communicate effectively with parents/carers/outside agencies under agreed systems of supervision/direction. • Willingness to take a full part in the life of the Federation 	<ul style="list-style-type: none"> • Be able/willing to drive school minibus
SPECIAL REQUIREMENTS	<ul style="list-style-type: none"> • An Enhanced Disclosure and Barring check will be required • Two references will be required, one of which should be the most recent employer 	

Examples of evidence that could be provided in support of the Personal Learning Journey:

- **Planning structures, lesson plans, progress data for group against key indicators**

- Team communications and impact on learning and effective working
- Communication from parents, students, professionals
- Less review feedback

(this list is not exhaustive and is to give examples only)

I confirm that I have received a copy of this job description and person specification:

Signed

Name

Date