



Job Description

Job Title	HLTA
Grade	Scale 5
Reports to	An assigned teacher
Liaison with	Teaching staff, support staff, Headteacher, pupils.
Job Purpose	<p>To work with teachers as part of a professional team to support learning activities for classes, groups and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques.</p> <p>To cover classes as required in the absence of the teacher. Level 1a HLTA will be expected to deliver pre-prepared lesson plans, to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.</p> <p>HLTAs work under the professional direction of a teacher and within an agreed system of supervision.</p>
Principal Accountabilities	<ul style="list-style-type: none">Use detailed knowledge and specialist skills to support and progress pupils' learningDeliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs.
Duties	<p>SUPPORT FOR THE TEACHER</p> <ul style="list-style-type: none">Organise an appropriate learning environmentMonitor and record pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectivesProvide objective and accurate feedback and reports to teachersRecord progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment

	<ul style="list-style-type: none"> Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc Work in collaboration with other learning support assistants in the classroom. <p>SUPPORT FOR PUPILS</p> <ul style="list-style-type: none"> 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 of self-reliance Provide feedback to pupils in relation to progress and achievement <p>SUPPORT FOR THE CURRICULUM</p> <ul style="list-style-type: none"> Use ICT effectively to support learning activities and develop pupils' competence and independence in its use Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds
General	<ul style="list-style-type: none"> 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 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop Contribute to the overall ethos/work/aims of the school Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils 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.

- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the Trust/School's Equal Opportunities Policy
- Adhere to GDPR requirements to safeguard data held across the Trust.
- The Trust & School Governing Committees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- EFSPT is committed to Trauma Perceptive Practice; the Essex approach to understanding behaviour and supporting emotional well-being. Being trauma-perceptive means that through our values, policies, and practice, we can effectively support the children, families, and communities in our Trust, creating spaces of belonging and safety that enable everyone to flourish, become resilient, and learn.
- 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.

PERSON SPECIFICATION

HLTA

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience Meet Higher Level Teaching Assistant standards
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid Understand classroom roles and responsibilities and your own position within these
	Literacy	Good reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Full working knowledge of ICT to support learning
Communication	Written	Ability to write detailed reports, letters etc
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment
	SEN	Successful completion of training to support SEN if appropriate
	Curriculum	Working knowledge and experience of implementing national curriculum and other relevant learning programmes Good working knowledge of specialist curriculum area(s) if appropriate Understanding of statutory frameworks relating to teaching

	Child Development	<p>Detailed understanding of child development and learning processes</p> <p>Ability to assess and record progress and performance and recommend appropriate strategies to support development</p> <p>Motivate, inspire and have high expectations of pupils</p>
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	<p>Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc</p> <p>Ability to work with parents and carers to improve support for children</p>
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	<p>Good organisational skills</p> <p>Ability to remain calm under pressure</p> <p>To be flexible</p> <p>Follow instructions accurately</p> <p>Use own initiative and work independently</p>
	Line Management	Ability to manage and support the work of others
	Time Management	<p>Ability to manage own time effectively</p> <p>Ability to adapt quickly and effectively to changing circumstances, situations</p>
	Creativity	Demonstrate creativity and an ability to resolve problems independently
	Equalities	Awareness of and promotion of equality
General	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	<p>Demonstrate a clear commitment to develop and learn in the role</p> <p>Constantly improve own practice/knowledge through self-evaluation and learning from others</p>