

HIGH LEVEL TEACHING ASSISTANT

Job Description

Place of work: **Parson Street Primary School**

Job grade/salary: **BG9 and Fixed Term (37 hours)**

Responsible to: **Assistant Headteacher (Inclusion Lead)**

Job purpose: To support the school's commitment to inclusive education by helping pupils with additional needs to access learning, develop independence and feel valued members of the school community.

Working closely with the SENDCo and class teachers, the HLTA will deliver targeted support, adapt learning activities and use effective strategies to support pupils with a range of needs, particularly in the areas of communication and interaction, engagement in learning and emotional regulation.

The role will require initiative, flexibility and professional judgement to respond to individual pupils' needs, support inclusive classroom practice and contribute to provision across the school, including specialist support spaces where appropriate.

General Duties

- Follow Amplify Education and Parson Street policies and procedures, particularly those relating to safeguarding, child protection and health and safety.
- Support the school's commitment to inclusive practice, ensuring pupils with additional needs can access learning and participate fully in school life.
- Work closely with the SENDCo and teachers to support and develop inclusive provision across the school.



We empower every member of Parson Street to be their best – to build knowledge, find their voice, grow in confidence, and develop the character and self-belief to shape their future.

- Lead and deliver targeted support and intervention programmes for pupils with SEND, particularly those with communication and interaction needs.
- Support staff in adapting learning activities and environments so that pupils with additional needs can engage successfully with learning.
- Monitor pupil engagement and progress and provide feedback to teachers and the SENDCo to help inform next steps.
- Build positive relationships with pupils and support the development of confidence, independence and emotional regulation.
- Contribute to the organisation and effectiveness of additional support provision, helping to ensure it is purposeful, structured and responsive to pupils' needs.
- Work collaboratively with parents/carers and external professionals where appropriate.
- Support supervision of pupils during the school day and accompany classes on trips where required.
- Attend weekly staff CPD sessions, INSET training, parent evenings and other professional development activities as required.

During the short-term, irregular absence of the class teacher, a Level 3 Teaching Assistant/HLTA may supervise the whole class for short periods and deliver pre-prepared learning activities.

General Information

- The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility;
- The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act – confidentiality must be maintained at all times;
- The post holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required throughout the entire school.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct whilst working for the Trust:

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- Members of staff are expected to maintain high standards of ethics and behavior, within and outside school, by:
- Treating students/pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff's position having regard for the need to safeguard students'/pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
- Members of staff must have proper and professional regard for the ethos, policies and practices of the school in which they work, and maintain high standards in their own attendance and punctuality.

Review of Performance

The Appraisal cycle will focus on the post holders' job as whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Code of Conduct

The school expects all staff to ensure that their standards of conduct are, at all times, compliant with the Trusts Code of Conduct.

Fluency Duty

The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English.

Person Specification

Key: A = Application Form, I = Interview, R = Reference

	Source of Evidence	Essential (Must have)	Desirable (Should have)
Qualifications			
GCSE Grade C or higher in English & Maths	A	●	
NVQ Level 3 or equivalent in a relevant field	A	●	
Current first aid certificate	A		●
Knowledge & Experience			
At least two years' experience working effectively with children in an educational or childcare setting.	A,I,R		●
Experience supporting pupils with SEND, particularly communication and interaction needs, learning needs or emotional regulation.	A,I	●	
Understanding of inclusive classroom practice and strategies that enable pupils with additional needs to access learning.	A, I	●	
Experience planning and delivering targeted learning activities or interventions for individuals or small groups.	A,I,R		●
Understanding of the roles of teachers, parents/carers and external professionals in supporting pupil development.	A,I	●	

Experience monitoring pupil engagement and progress to evaluate the impact of interventions.	A, I		●
Knowledge of safeguarding, child protection and health and safety responsibilities in a school setting.	A, I		●
Abilities & Aptitudes			
Ability to adapt learning activities in response to pupils' needs and engagement	I	●	
Ability to work independently and show initiative, while working collaboratively within a team.	A, I	●	
Strong communication and interpersonal skills when working with pupils, staff, parents/carers and external professionals.	A, I, R	●	
Ability to support pupils' social, emotional and communication development.	A, I		●
Ability to record observations and provide clear feedback to teachers and the SENDCo.	A, I, R		●
Ability to contribute to the organisation and effectiveness of targeted provision across the school.	A, I		●
Ability to remain calm, patient and solution-focused when supporting pupils with additional needs.	A, I, R	●	

Parents			
Ability to develop positive relationships with parents	A, I	●	
Understanding of the importance of working in partnership with parents and outside agencies	A, I		●
References			
Should be fully supportive, covering the candidate's personal and professional qualities including their suitability to work with children.	R	●	