

# **Job Description**

## **Job Title:**

Higher Level Teaching Assistant (HLTA) – 1 year contract

## **Type of Workplace:**

Mainstream school – Southcott Lower School

## **Responsible To:**

Class teacher / Headteacher / SENCO

## **Responsible For:**

Tasks and Activities as listed below

## **Job Purpose**

To work as part of a professional team to support the work of teachers in raising standards of pupil achievement.

In addition, the HLTA will provide high-quality class cover, support behaviour and pastoral systems, and enable staff to undertake leadership, monitoring and professional development activities, contributing to the overall effectiveness and efficiency of the school.

## **Main Duties and Responsibilities**

### **Support for Pupils**

To help train pupils in the study skills necessary for learning by communicating clearly and effectively with them and through questioning, instructing, explaining and feedback. This will include the effective use of ICT to support pupils' learning.

To assist with the pastoral care of pupils, attending to their personal and social needs as necessary and building and maintaining successful relationships with them.

To actively support pupils with social, emotional and mental health (SEMH) needs, using agreed strategies to promote self-regulation, engagement and positive behaviour.

To respond to and support pupils during periods of dysregulation, using de-escalation strategies in line with school policy.

To promote and support the inclusion of all pupils in the learning activities in which they are involved.

Under agreed school procedures to give first aid/medicine where necessary; or assist with programmes of special care such as physiotherapy, hydrotherapy or speech therapy under the direction of the appropriate specialist.

To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with the Educational Visits Coordinator.

## **Support for Teachers**

Under the supervision of the class teacher, to undertake a range of teaching activities with individuals, groups of pupils and the whole class, where appropriate, using a range of techniques to present learning tasks and curriculum content in a clear and stimulating manner in order to maintain pupils' interest and motivation.

To provide planned and unplanned whole-class cover, ensuring continuity of learning and maintaining high expectations for behaviour and engagement. This includes marking and feedback according to Southcott's policy.

Under the supervision of the classroom teacher to plan, devise and extend appropriate educational activities. This will include contributing to the development of IEPs and any other support plans and will require the understanding of aims, content, teaching strategies and intended outcomes of lessons.

To support and work with teachers to identify and respond appropriately to individual differences between pupils so that demanding expectations may be set and to contribute to decisions about the most appropriate learning goals and strategies.

To assist the classroom teacher in evaluating pupils' progress through a range of monitoring and assessment activities, using the results of this monitoring to inform further support work, developing pupils' skills and learning and to give oral and written feedback on attainment and progress to both pupils and the teacher, as required.

To efficiently prepare, maintain and use appropriate classroom teaching materials and equipment, including organising the use of audio/visual and ICT equipment, bearing in mind the efficient usage of school resources.

To support expectations of pupil attitude and behaviour and assist in securing appropriate standards of discipline to create and maintain a purposeful, orderly, and supportive environment for pupils' learning.

## **Support for the Curriculum**

To maintain familiarity with the relevant requirements of the curriculum to assist with the effective teaching of basic skills and support work and to ensure that opportunities are taken to develop pupils' learning and skills.

To support the teaching of literacy, numeracy or other specific curriculum areas as required and agreed with the Headteacher.

## **Support for the School**

To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the Special Needs Co-ordinator (SENCO) and other teaching assistants; working at all times within school policies and procedures.

To provide cover to enable:

- Staff to attend CPD and professional development
- Middle leaders to carry out monitoring and school improvement activities
- Teachers to engage in planning and collaboration, particularly where PPA is not aligned

To support others including teaching assistants, giving guidance, support and advice; contributing to induction training of newly appointed teaching assistants and further training as appropriate, and assisting the Headteacher/SENCO in co-ordinating the deployment of teaching assistants within the school.

To carry out any performance management arrangements for teaching assistants and liaise with the Headteacher/SENCO on training and development needs identified.

To contribute to the effective implementation of behaviour systems across the school, working with leaders to ensure consistency, appropriate responses to incidents, and follow-up support.

To attend staff and management meetings as required, some of which will be after school.

To liaise as necessary with parents and carers and with outside agencies, offering support and advice as appropriate.

To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential and sensitive information.

To undertake tasks of a similar nature and level, as directed by the Headteacher and SENDCO.

## **Safeguarding**

The post holder is responsible for promoting and safeguarding the welfare of children and young people in accordance with school policies and statutory guidance. They must adhere to all safeguarding procedures, ensuring that any concerns about a child's welfare are reported immediately to the Designated Safeguarding Lead (DSL) in line with school policy. The post holder must maintain a strong awareness of safeguarding issues, including the signs and indicators of abuse, neglect and wider safeguarding risks, and ensure that all actions are in line with *Keeping Children Safe in Education*. They are expected to maintain appropriate professional boundaries at all times, follow safer working practice guidance, and participate in regular safeguarding training and updates as required.