

## Key Information

**Post Title:** Higher Level Teaching Assistant  
(Level 4)

**Contract type:** Permanent, 30 hours, term time + 5 days

**Salary:** Scale 5, Points 12-17

**Reports to:** Principal

**Location:** William Barcroft Junior School

## Purpose of Post

- To work with pupils over the whole age and ability range to deliver a range of activities, support and enhance learning, personal and social development under the general direction of a senior manager.
- To support pupils, including those with SEN, with their personal care needs; to work with other staff to further pupils' independence and to enable them to access the curriculum. The postholder will also perform other related practical duties to support learning.
- To support pupils to be responsible for their own learning and behaviour.
- To ensure all pupils make accelerated progress and to lead with extra-curricular activities.

## **Job Description : HLTA (LEVEL 4)**

### Main duties and responsibilities

#### **Learning Delivery**

- Plan, prepare and deliver a specific range of learning activities for individual and groups of pupils that are appropriate to the children's educational, intellectual, social, emotional, cultural and physical needs.
- Assist in lesson planning challenging teaching and learning objectives to determine the delivery of the specific area of curriculum and respond to identified pupil learning needs.
- Deliver planned and learning activities to achieve curriculum objectives and respond to individual pupil need.
- Ensure that learning activities are conducted in a positive atmosphere, pupil contributions are recognised and supported and planned learning objectives are achieved.
- Assess pupil achievement, performance and ability, mark tests, class work and homework to record performance and assist in providing feedback to pupils and teachers and record achievement.

#### **Pupil Support**

- Monitor and assess individual and groups of pupil performance against agreed educational, intellectual, social, emotional, cultural and physical objectives, record and report achievement and provide the necessary help, advice and information and guidance to support development.
- Provide objective, accurate evidence-based feedback to record progress celebrate achievement and identify development opportunities.
- Support and assist pupils with social integration, advice on strategies to deal with problems and encourage pupils to work cooperatively with others and engage in learning activities.
- Compliment the role of parents and carers in learning and assist in providing parents with constructive feedback and pupil progress and advice on and supporting learning.
- Implement Individual Education Plans for pupils identified with different learning abilities to respond to their identified learning related difficulties and enable them to fully access a broad and relevant curriculum and participate fully in school life.

#### **Behaviour**

- Support the implementation of a school policy to promote and celebrate good behaviour through positive interactions with pupils and to establish a safe and calm atmosphere conducive to learning and ensure the safety and wellbeing of pupils, staff and visitors.
- Monitor children's and young people's conduct and behaviour throughout the learning process and intervene to resolve highly complex, difficult or very challenging issues using appropriate techniques, skills strategies and sanctions to de-escalate potentially serious and demanding situations. Resolve conflict with individual and groups of pupils and establish, maintain or restore a safe and calm atmosphere.

#### **Creativity and Innovation**

- Under the general guidance of a senior manager, the post-holder will be required to organise and deliver a range of learning support activities. This will require creativity to ensure that learning is interesting, effective and differentiated to respond to individual pupil need.
- The post-holder will use innovation to organise service delivery to achieve agreed objectives within an approved resource framework.

#### **Other**

- Invigilate exams and tests to ensure effective administration and compliance with practice, procedures and protocols.
- Participate at meetings to support and inform communication, provide information, support continuous professional development, ensure consistency and develop a team ethos.
- Contribute to the overall ethos of the school.
- Attend staff meetings where required and undertake ongoing professional training.
- Shared supervisory responsibility for up to five staff.

## Person Specification : HLTA (LEVEL 4)

Harbour Learning Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

<b>Specification</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>Achieved Higher Level Teaching Assistant accreditation or equivalent qualification and experience.</li> <li>Completion of DFE Teaching Assistants Induction Programme, NVQ 2 for Teaching Assistants or equivalent qualification or experience</li> </ul>	<ul style="list-style-type: none"> <li>A recognised First Aid qualification</li> <li>Experience teaching across the primary phases</li> <li>Safeguarding Level 1 certificate</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>Previous experience of working within an educational environment</li> <li>Practical experience in the delivery of the curriculum and the composition of a lesson plan(s)</li> <li>Knowledge and experience of a wide range of strategies/techniques to assist pupils</li> </ul>	<ul style="list-style-type: none"> <li>Broad experience of delivering learning to children in multiple contexts</li> </ul>	
<b>Professional knowledge &amp; understanding</b>	<ul style="list-style-type: none"> <li>Effective classroom practitioner.</li> <li>An understanding of the education process, national curriculum and current government initiatives</li> <li>Detailed knowledge of school policies and procedures in relation to all areas of school life</li> <li>Ability to understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme</li> </ul>	<ul style="list-style-type: none"> <li>A good knowledge and understanding of child development and differing educational needs</li> <li>An understanding of relevant policies, codes of practice, legislation and the planning process involved in the delivery of the national curriculum to a wide range of pupils</li> <li>Good understanding of the SEN code of practice and the ability to produce and deliver IEP's</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>Ability to plan, organise and coordinate learning support services, to deliver achieved outcomes with allocated resources, to agreed deadlines.</li> <li>Sound literacy, numeracy and written and verbal communication skills.</li> <li>Ability to use and integrate ICT as part of the learning process.</li> </ul>		
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>Developed listening and observational skills</li> <li>Ability to maintain and promote positive relationships with children, parents, carers, colleagues and the wider community.</li> <li>A flexible approach and a strong work ethic</li> <li>Excellent time management and organisational skills</li> <li>Attention to detail</li> <li>High integrity with an ethically sound approach to building internal and external relationships</li> </ul>		