

Job Title: Primary HLTA

Reporting to: SENDCO (with day-to-day direction from Phase Leader/Class Teacher)

Grade and Range: Grade E, Points 10-14, depending on level of experience in the role. This is pro rata with term time working.

Purpose:

- As a Higher-Level Teaching Assistant, to undertake whole-class teaching across the primary phase, working independently under the professional direction of a qualified teacher to provide PPA and short-term absence cover, ensuring continuity of learning and sustained pupil progress.
- To lead in providing learning activities and interventions for groups of learners with the professional direction of a designated class teacher/phase leader/SENDCO.
- To provide support to individual pupils with special needs or those pupils in receipt of targeted pupil premium funded support.

Main duties:

The post holder will work flexibly as part of the Primary School team, under the guidance of the SENDCO, relevant Phase Leader, SLT and Class Teachers, to fulfil the following responsibilities:

- To work collaboratively with the teaching staff to plan delivery of lessons and support for groups of students and individuals.
- Teach whole classes as part of PPA provision according to the PPA timetable.
- Provide short-term cover within any age group in response to teacher absence.
- Provide support for individual pupils within classes, especially those with specific learning difficulties.
- Provide intervention for small groups of pupils in order to address gaps in their learning and support them to make progress.
- Provide verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils in line with school policy.
- Motivate and promote pupils' learning following school policies and guidance from class teachers
- Organise and safely manage the appropriate learning environment and resources.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Promote and support the inclusion of all pupils, including those with specific needs, both in the classroom as part of first-quality teaching and through intervention work.
- Use positive behaviour management strategies in line with the school's policy and procedures to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others.
- Provide information relating to pupil progress for parents, teachers and senior leaders upon request and to contribute to assigned pupils' annual reports at the request of the pupils' class teachers and SLT.
- Support pupils' social and emotional well-being, reporting problems to the teacher as appropriate.

Other duties:

- To participate in Kings Priory School's appraisal process.
- To have regard to guidance on keeping children safe in education.
- To observe health and safety requirements and to contribute to ensuring a safe working environment.
- To participate in the duty rota for the supervision of pupils at break and lunchtimes.
- To take responsibility for one's own continuing professional development.
- To maintain high standards of professionalism in every facet of the role, including conduct, dress code, and communications.

All Staff at Kings Priory School should:

- Promote and support the distinctive character of Kings Priory School as demonstrated through its ethos, service to the community, promotion of spiritual and moral values and its commitment to community cohesion.
- Understand the concept of in loco parentis and be concerned for the development and well-being of each student as a whole person through pastoral and spiritual leadership.
- Contribute to the whole professional life of Kings Priory School which has successful teaching and learning as its core purpose supported by all staff contributing to the Woodard Academies Trust's commitment to each student gaining meaningful enriching experiences.

The Job Description and Person Specification will be reviewed regularly, and any changes will be made in consultation with the post holder. These responsibilities are not exhaustive, and the post holder is expected to carry out any other related reasonable duties commensurate with their skills, abilities and grade.

Person Specification

HLTA PPA Cover

E = Essential criteria, D = Desirable criteria

Qualifications

E	5 GCSEs at Grade 4–9 (or A*–C) including English and Maths, or equivalent qualifications.
E	NVQ Level 3 qualification in Supporting Teaching and Learning or equivalent
E	HLTA status
E	Knowledge of safeguarding procedures and statutory guidance (e.g. Keeping Children Safe in Education).
D	Basic First Aid
D	Forest School qualification

Experience and Knowledge

E	Experience of teaching whole classes as an HTLA or in a similar role.
E	Relevant experience of working with pupils with a range of learning needs
E	Good understanding of behaviour management and ability to apply a range of behaviour strategies which contribute to a purposeful learning environment.
E	Experience of working constructively as part of a team.
E	Good understanding of child development and how children learn.
E	Knowledge and experience of planning and delivering learning activities for pupils.
D	Knowledge of a range of intervention academic and SEMH intervention programmes
D	Knowledge and experience of FFT Phonics Programme (or a similar programme)

Skills and Abilities

E	Strong numeracy, literacy and organisational skills, with the ability to communicate clearly and professionally in both written and spoken English.
E	Ability to build positive and effective relationships with children and adults, communicating appropriately and sensitively.
E	Ability to plan, deliver and adapt engaging learning activities for whole classes, using ICT effectively to support teaching and learning
E	Ability to assess learning needs, reflect on practice and work both independently and collaboratively as part of a team to improve outcomes for pupils.
E	Commitment to continuous professional development through self-evaluation and learning from others.
D	Ability to deliver Spanish and/or Music lessons

Motivation

E	Appropriately motivated to work with children and young people.
E	Motivated to perform the job well and to continuous professional development.
E	A commitment to Kings Priory School ethos and values.

Personal Qualities

E	Reliability
E	Ability to be flexible, adapt to changing circumstance and work calmly under pressure
E	Strong interpersonal skills and ability to communicate effectively with children and adults.
E	Motivate, inspire and have high expectations of pupils
E	Able to deal sensitively with people and achieve positive outcomes.
E	Ability to form and maintain appropriate relationships with pupils.
E	An understanding of classroom roles and responsibilities and your own position within these.
E	Ability to establish good working relationships with a wide range of stakeholders and external agencies.
E	Strong team ethic, supportive of others and covering for other staff if needed.

Special Conditions

E	All postholders will be required to undertake an enhanced DBS check. Individuals on the children's barred list (and adults barred list where relevant) should not apply.
E	May be required to work outside of normal school hours on occasion, with due notice.