

## Job Description

# Higher Level Teaching Assistant (HLTA)

<b>Reporting to:</b>	SENCO;
<b>Liaising with:</b>	Parents, pupils, visitors, colleagues and wider school team, external suppliers and members of the public/local community;
<b>Grade/Salary:</b>	Band 4 (SCP 11-17)
<b>Hours of work:</b>	30 hours per week

### Main Purpose:

- Work with class teachers to raise the learning and attainment of pupils;
- Promote pupils' independence, self-esteem and social inclusion;
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement;
- Lead, coordinate and support Teaching Assistants and Midday Supervisors.

### Duties & Responsibilities:

#### Teaching and Learning

- Demonstrate a secure curriculum knowledge and expertise in applying assessment procedures;
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate the most vulnerable (SEND, disadvantaged);
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities;
- Use effective behaviour management strategies consistently in line with the school's policy and procedures;
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment;
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment;
- Observe pupil performance and report observations to the class teacher;
- Supervise a class if the teacher is temporarily unavailable;
- Use ICT skills to advance pupils' learning;
- Undertake any other relevant duties given by the class teacher;
- To cover and lead class teaching, as and when appropriate;
- Direct the work, where relevant, of other adults in supporting learning.

### Planning & Assessment

- Contribute to assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role;
- Read and understand lesson plans shared prior to lessons, if available;
- Prepare the classroom for lessons;
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities ;
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning;
- Plan how to support the inclusion of pupils in learning activities.

### Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher or leadership team;
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision;
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with;
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers;
- Collaborate and work with colleagues and other relevant professionals within and beyond the school;
- Develop effective professional relationships with colleagues.

### General

- The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school and disseminate as required.
- Expenses will be paid in accordance with the Local Conditions of Service.
- Work to promote and apply the schools Safeguarding and Child Protection policy and practices.
- Work to promote and apply the Trust's Equality and Diversity policy and practices.
- The post holder will respect confidentiality issues linked to home/student/teacher/school work and to keep confidentiality as appropriate.
- As a member of staff working in a school setting the post holder will have a duty to help keep young people safe and to protect them from sexual, physical and emotional harm and to take reasonable steps to ensure the safety and well-being of pupils.
- The post holder will ensure awareness of and compliance with personal responsibilities and requirements communicated by school's policies and procedures including Health and Safety.

### **Subject to the duration of the need and by negotiation, the special conditions given below apply:**

- The post holder will proactively undertake student supervision as required as part of a wider staff team, e.g. fire drill duty, Parent Interview Days, bus duty, lunch duty.
- The post holder may be required to provide assistance with the invigilation of examinations.
- The post holder may be required to accompany and supervise pupils on educational visits.
- As a member of staff in a school setting you may have the opportunity to participate in programmes for mentoring pupils and to participate in extra-curricular activities and to work alongside a form tutor in a pastoral capacity.

*The St Thomas Aquinas Catholic Multi-School Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.*

*The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.*

## Person Specification

### Higher Level Teaching Assistant (HLTA)

A. Training & Qualifications	Essential	Desirable
Level of numeracy and literacy sufficient to carry out the duties of the posts.	A	
Qualified to at least GCSE level or equivalent including English Language and Mathematics to Grade C or above	A	
Commitment to ongoing professional development	A	
Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)		A
First Aid certificate		A

B. Experience	Essential	Desirable
Experience of using IT systems (Word, Excel)	A & I	
Experience of working with children	A & I	
Experience of working in a school or a similar establishment		A
Experience of planning and leading teaching and learning activities (under supervision)	A & I	
Experience of making contact and dealing with external agencies		A

C. Professional Knowledge and Skills	Essential	Desirable
Good administration, time management and self-motivation skills	A & I	
Able to build and form good relationships with pupils, colleagues and external agencies	A & I	
Excellent ICT Skills	A & I	
Subject and curriculum knowledge relevant to the role and ability to apply this effectively in supporting teachers and pupils		
Excellent verbal communication skills		
Active listening skills		
Skills and expertise in understanding the needs of the pupils	A & I	

<b>C. Professional Knowledge and Skills (continued)</b>	<b>Essential</b>	<b>Desirable</b>
Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support		
Knowledge of how to help adapt and deliver support to meet individual needs		
Excellent verbal and written communication skills	<b>A &amp; I</b>	
Ability to work constructively as part of a team, understanding school roles and responsibilities	<b>A &amp; I</b>	
Excellent planning, organisation and negotiation skills	<b>A &amp; I</b>	
Knowledge of school administrative systems	<b>A &amp; I</b>	

<b>D. Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Able to manage own workload	<b>I</b>	
Able to prioritise	<b>I</b>	
Able to show initiative	<b>I</b>	
Willingness to support Catholic life in schools	<b>I</b>	
Emotional resilience	<b>I</b>	
Ability to self-evaluate and reflect	<b>I</b>	
Ability to be respectful and promote equality of opportunity and diversity	<b>I</b>	

<b>E. Safeguarding &amp; Equality</b>	<b>Essential</b>	<b>Desirable</b>
Understanding of responsibilities of the Trust and schools in ensuring compliance with all relevant legislation	<b>I</b>	
Must be able to recognise discrimination in its many forms and willing to put the School's equality policies into practice.	<b>I</b>	
Aware of equal opportunities in relation to this role	<b>I</b>	
Enhanced DBS & Online Check (Satisfactory)	<b>I</b>	

Application (A) | Interviews (I) | References (R)

