



JOB DESCRIPTION

Title:	Higher Level Teaching Assistant (HLTA)
Grade and Salary:	LS Grade 8 points 15-18 under LG terms and conditions LS Grade 7 point 11-14 if HLTA qualification hasn't yet been achieved
Contract:	Part-time, 27 hours per week x 39 weeks per year
Responsible To:	Designated Faculty Director
Functional Relationships:	Teachers Other classroom support staff Leadership team SENCo Other agencies
Job Purpose:	An HLTA will work under the direction and supervision of a teacher to contribute to the planning, delivery and evaluation of learning activities for whole classes, groups and individual pupils. Specified work may be delivered to whole classes, without the presence of a teacher, on an ongoing basis as part of routine timetabling (e.g. PPA provision) and/or on a more ad hoc basis as part of the schools strategy for planned absences. HLTA's may also undertake day-to day management responsibility for TAs, LSAs and classroom volunteers; and contribute to policy and strategic development.

MAIN DUTIES AND RESPONSIBILITIES:

- To contribute to the planning, delivery and evaluation of whole class learning activities, including delivering lessons to the whole class without a teacher being present and feeding back on pupil engagement and achievement.
- To contribute to the planning, delivery and evaluation of learning activities for groups and individual pupils, planning your own role and providing feedback on pupil engagement and achievement.
- To devise clearly structured learning activities for individuals, groups and whole classes, the interest and motivate pupils and advance their learning.
- To organise and manage learning activities in ways which keep learners safe.
- To promote and support the development of pupil's self-reliance, self-esteem and emotional resilience.

- To monitor and evaluate learner's progress using a range of assessment techniques, to provide focused support and feedback.
- To monitor learners' responses to activities and modify your approach accordingly.
- To support the physical, intellectual, emotional and social development of pupils, contributing to planning and facilitating children and young people's learning and development.
- To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
- To develop positive relationships with colleagues, providing consistent and effective support and directing the work, where relevant, of other adults in supporting learning.
- To support pupils to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.
- To prepare and utilise ICT resources to support your professional activities and to advance pupils' learning.
- To contribute to the selection, preparation and use of resources suitable for engaging children and young people in planned and unplanned learning activities.
- Having regard to equality of opportunity, to provide care and encouragement to all pupils, planning for and supporting their participation in activities and liaising, if required, with parents / carers / other professionals as appropriate.
- To provide support for bilingual / multilingual pupils if required.
- To invigilate internal and external tests and examinations under formal conditions.
- To encourage participation in structured and unstructured learning activities, including play (timetabled and during breaks if required).
- To assist with the maintenance and analysis of pupil record keeping systems, including recording agreed updates to individual records.
- To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
- To supervise a whole class for not more than 3 days in the event of the unplanned absence of the teacher, ensuring that the pupils are engaged in work and activity as set by a teacher, and managing any behaviour issues that may arise in accordance with school/college policy.
- To advance the learning of a whole class for not more than 3 days in the event of the planned absence of the assigned teacher, ensuring that the pupils are engaged in appropriate learning activities and managing any behaviour issues that may arise in accordance with school/college policy.
- To have responsibility for the day to day management of other Teaching Assistants and Learning Support Assistants in order to develop their working practices.
- To support TAs and LSAs in identifying their own learning needs and help provide opportunities to address these needs as appropriate.
- To support and motivate volunteers, including briefing them on their responsibilities, giving them feedback on their work, and assisting them to resolve any problems that may arise.
- To contribute to the development and review of policies and practices relevant to classroom support staff.

- To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
- To attend designated faculty meetings
- To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the pupil to attend school more regularly.
- To lead an extra-curricular activity under the direction of the school but with limited direct supervision.
- To escort and supervise pupils on educational visits and out of school activities, ensuring their health, safety and well-being.
- To undertake midday supervision of pupils.
- To support, as appropriate, in instances where pupils are unwell whilst at the college.

General Duties and Responsibilities

- To promote the vision of Iveshead School
- Support effective safeguarding of all young people throughout the school
- To take part in personal professional development activities
- Adhere to School policies and procedures e.g. Equality and Diversity; Health & Safety
- To cover for absent staff
- To provide English provision in the Inclusion room
- To contribute to the general organisation of the School
- To work flexibly and respond to School needs as requested by members of Senior Leadership Team or the designated representative



PERSON SPECIFICATION HLTA

The Person Specification lists the qualities that we are looking for in a successful candidate. We will be using evidence from your letter of application, application form and interview to enable us to make a judgement of these qualities.

	Essential	Desirable	How assessed
Qualifications ● HLTA status (or QTS) ● Level 2 qualifications in maths/numeracy and English/literacy	✓	✓	App/Doc App/Doc
Experience ● Experience of supporting planning, evaluation and delivery of learning activities for children and young people in a formal setting. ● Experience of first level line management	✓	✓	App/Int/ Ref App/Int/ Ref
Knowledge ● Knowledge of child protection, health and safety procedures and their application in a school/college setting. ● Awareness of a range of frameworks that support the education, development and well-being of children.	✓	✓	App/Int/ Ref App/Int/ Ref
Skills/Attributes ● Ability and willingness to undertake professional development. ● Good interpersonal skills. ● Empathy with children and young people. ● Ability to effectively manage pupil behaviour in accordance with school/college policy and procedure. ● Ability to work effectively as part of a team.	✓ ✓ ✓ ✓ ✓		App/Int Int/Ref Int/Ref Int/Ref Int/Ref
General Circumstances ● Attendance - evidence of regular attendance at work. ● An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations.	✓ ✓		App/Ref/ Med App/Int
Factors not already covered Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act 1995.	✓		Med