

Job Description and Person Specification

Job title	Higher Level Teaching Assistant (HLTA)
School	John Rankin Schools
Salary grade	Grade F
Work location	Across the Federation
Reports to	Deputy Headteacher(s)
Supervises	n/a

JOB PURPOSE

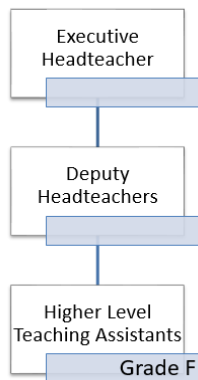
To complement the professional work of teachers by taking responsibility for agreed learning activities under a system of supervision.

To plan, prepare and deliver learning activities to individuals, groups or whole classes, as required.

To take responsibility for the management and development of a specialist area with the school and/or management of other teaching assistants.

This job falls within the definition of regulated activity – post holders will be required to have an Enhanced DBS check and Barred List check

STRUCTURE CHART



MAIN DUTIES AND RESPONSIBILITIES

Pupil Support

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish constructive relationships with pupils and interact with them according to individual needs, treating them consistently, with respect and consideration
- Demonstrate and promote the same positive values, attitudes and behaviour that

MAIN DUTIES AND RESPONSIBILITIES

are expected from pupils

- Develop and implement individual education/behaviour plans and personal care programmes
- Promote and support the inclusion of all pupils in the learning activities in which they are involved
- Support pupils consistently whilst responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Ensure that equal opportunities, bullying or harassment issues are dealt with appropriately as they arise in conjunction with the teacher/teaching assistant team
- Respect pupils' social, cultural, linguistic, religious and ethnic backgrounds

Teacher support

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lesson/work plans as appropriate
- Monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress, problems and other matters, ensuring the availability of evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Contribute to or lead meetings with parents/carers to provide constructive feedback on pupil progress and achievement
- Administer and assess/mark tests and invigilate exams/tests
- Select and produce lesson resources – plans, worksheets etc
- Work with the teacher to plan the role of the Teaching Assistant in lessons
- Be responsible for the supervision of other Teaching Assistants and other adults supporting teaching and learning in the classroom

Curriculum support

- Plan, prepare and deliver learning activities for individuals, groups or, in the short term, for whole classes, under an agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Use ICT effectively to support learning activities, and develop pupils' competence and independence in its use

MAIN DUTIES AND RESPONSIBILITIES

- Select and prepare resources as necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate development and use of specialist aids/resources/equipment

Support for the school

- Promote the welfare of children and support the school in safeguarding children through child protection policies and procedures, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall work, ethos and aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop multi-agency approaches to supporting pupils
- Attend and participate in regular meetings
- Participate in training and other learning and development activities
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide guidance and supervision and assist in the training and development of staff, as required
- Deliver out of school hours learning activities within guidelines established by the school, contributing to their development as required
- Supervise pupils on visits, trips and out of school activities as required
- Contribute to the line management, recruitment, induction, training, and mentoring of teaching assistants in the school, as required
- Be aware of and comply with policies and procedures relating to security, confidentiality, and data protection
- Comply with school health and safety policies, procedures and rules, taking reasonable care of self and others
- Promote equality as an integral part of the role, treating everyone with fairness and dignity

Any other duties which reasonably fall within the purpose of the post, and which may be allocated by the teacher or headteacher.

SCOPE (impact on/control of resources, people, money etc)

No budget responsibility.

PERSON SPECIFICATION	Essential/ Desirable
Qualifications	
GCSE grade C in English and Maths or equivalent	Essential
Holds or is working towards the HLTA professional standards assessment	Essential
First Aider qualification	Desirable
Training in relevant learning strategies	Essential
Specialist skills or training in curriculum or learning area or special needs (as appropriate)	Essential
Experience	
Minimum of three years experience working with children in a school based setting	Essential
Experience of implementing the national curriculum and other learning programmes or strategies	Essential
Experience of working with children with special needs	Desirable
Line management experience	Desirable
Knowledge and understanding	
Understanding of child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities	Essential
Knowledge of the national curriculum	Essential
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Essential
Working knowledge of national/foundation stage curriculum and other basic learning programmes and strategies	Essential
Good understanding of child development and learning processes	Essential
Skills and abilities	
Excellent literacy and numeracy skills	
Ability to use ICT effectively to support learning	Essential
Ability to use Outlook, and a web browser to access information	Essential
Basic ability to use Microsoft Office (Word, Excel, PowerPoint etc) and Exams Organiser	Essential
Ability to use basic technology e.g. photocopier, computer and digital camera	Essential
Ability to make constructive relationships and communicate effectively with children, parents and other staff	Essential
Ability to motivate and encourage pupils	Essential
Ability to organise, lead and motivate a team	Desirable
Work-related personal qualities	
Actively enjoys working with children and is sympathetic to their needs	Essential
Professionally discreet and able to respect confidentiality	Essential
Flexible approach to tasks	Essential
Drive to improve own practice and knowledge through self-evaluation and learning from others	Essential
Ability to work constructively as part of a team, understanding classroom roles and responsibilities	Essential

Other work-related requirements

Patient and resilient

Essential

This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential for the post.

Essential