HAREHILLS PRIMARY SCHOOL
JOB DESCRIPTION

Higher Level Teaching Assistant (HLTA)

Grade: SO1 (point 23-25)

Hours: TTO 37 hours a week

Responsible to: Assistant Headteacher

Purpose of the job:
The HLTA will work alongside the Teachers and Teaching Assistants to raise the learning and attainment of all pupils. Supporting all pupils, individually or in groups, or short term for whole classes, so they can access all areas of the curriculum, always promoting pupils' independence. Integral to this role is the ability to produce planning to support the delivery of learning activities and assess, record and report on pupil's progress and achievement.

Main Duties:

- To cover whole classes for PPA/Physical Education Classes/Leadership time/ECT time and in the short-term during teacher absence.
- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- To establish productive working relationships with pupils, acting as a role model and setting high expectations.
- To develop, plan and implement specific individual or group interventions (e.g., Phonics, PSPs, Speech and Language programmes).
- To promote the inclusion and acceptance of all pupils within the classroom.
- To support pupils consistently whilst recognising and responding to their individual needs.
- To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To provide feedback to pupils in relation to progress and achievement.
- To organise and manage appropriate learning environment and resources including contributing to displays within year groups.

- To plan challenging and engaging teaching and learning activities that meet specific learning objectives and adapt lesson plans/activities as appropriate.

- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies.

- To provide teachers with objective and accurate feedback and reports as required on pupil achievement, progress and other matters.

- To record progress and achievement in lessons/activities systematically and provide relevant evidence.

- To work within the school's Relationships (Behaviour) Policy to anticipate and manage behaviour constructively, promoting self-control and independence.

- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

- To deliver all Prime and Specific subjects from the schools framework, and be able to make effective use of opportunities provided by other learning activities to support the development of pupils' knowledge and skills.

- To use ICT effectively to support learning activities and for record keeping and develop pupils' competence and independence in its use.

- To select and prepare resources necessary to lead learning activities ensuring that they take account of pupils' interests, language and cultural backgrounds.

- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.

- To contribute to the overall ethos/work/aims of the school.

- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

- To take the initiative to seek guidance on multi-agency approaches to supporting pupils if needed.

- To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

- Encourage pupils to engage in a range of additional learning activities, homework and after school clubs.

- To lead extra-curricular after school clubs.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To act as a role model for teaching assistants across your key phase
- To liaise between leaders/ teaching staff and teaching assistants.
- To support with mentoring for other teaching assistants in your key phase
- To participate in appraisal, training, and development activities as necessary to ensure up to date knowledge and skills.
- To improve own practice through observation, evaluation, discussion with colleagues and CPD programmes.
- To work collaboratively with colleagues, knowing when to seek help and advice.
- To administer paediatric first aid (training to be arranged if needed) and medication where appropriate.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head Teacher

Employee Specification – Higher Level Teaching Assistant

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential' requirements indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable' requirements are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential but may be used to distinguish between acceptable candidates.

	KEY	
	A	= Application
	SP	= Selection Process

Person Specification	**Essential**	**Desirable**	**Method of Assessment**
Knowledge			
Full working knowledge of relevant polices / codes of practice and awareness of relevant legislation.	**E**		A & SP
Experience of delivering the EYFS curriculum	**E**		A & SP
Working knowledge of EYFS curriculum expectations for primary age children	**E**		A & SP
Experience of delivering a Phonics intervention		**D**	A & SP
Understanding of statutory frameworks relating to teaching	**E**		A & SP
Experience of working with pupils aged 3-5	**E**		A & SP
Good understanding of child development and learning processes.			A & SP
To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection.	**E**		A & SP
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	**E**		A & SP
Qualifications / Training			
HLTA status or equivalent qualification or experience.	**E**		A & SP
Have excellent English and Maths skills. (GCSE grade A-C/4-9 or equivalent)	**E**		A & SP
Specialist skills / training in curriculum or learning area e.g., bilingual, ICT.		**D**	A & SP
Relevant Paediatric First Aid knowledge.		**D**	A & SP
Skills/Attributes			
Effective use of ICT and other specialist equipment / resources to support learning.	**E**		A & SP
Ability to relate well to children and adults.	**E**		A & SP
Ability to use own initiative and to be flexible	**E**		A & SP
Be adept at time management and organisation	**E**		A & SP
Ability to accept feedback in a positive manner and use it as a tool for self-development	**E**		A & SP
To have a positive outlook and a sense of humour	**E**		A & SP
Ability to self-evaluate learning needs and actively seek learning opportunities.	**E**		A & SP