



HLTA PERSON SPECIFICATION

	ESSENTIAL		DESIRBALE	
	Criteria	Attribute	Criteria	Attribute
QUALIFICATIONS & EDUCATION	E1	Level 4 HLTA qualification or equivalent	D1	First Aid Training
	E2	GCSE English and Maths A-C or equivalent	D2	Child Protection Training
EXPERIENCES & KNOWLEDGE	E3	Knowledge of primary curriculum and expectations	D3	Experience working with vulnerable children
	E4	Experience working with children in primary phase		
	E5	Experience working in a school environment		
	E6	Knowledge and understanding of supporting pupils with range of SEND and individual needs		
SKILLS	E7	Excellent literacy and numeracy skills		
	E8	Excellent communicator		
	E9	Able to work as part of a team		
PERSONAL ATTRIBUTES	E10	Friendly, approachable, professional manner	D4	Practicing Catholic
	E11	Commitment to supporting school's Catholic ethos		
	E12	Commitment to follow school and trust policies and expectations		
All criteria will be checked throughout the recruitment process from variety of sources <ul style="list-style-type: none">• Application Form• Certificates• Interview• References• Disclosure and Barring Check (DBS)				



JOB DESCRIPTION

SCHOOL: St Wilfrid's Catholic Academy

POST TITLE: Teaching Assistant – HLTA Level 4

GRADE: SBC Grade I (SCP 19-22)

REPORTS TO: Head Teacher

MAIN PURPOSE:

- Work with classroom 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.

DUTIES AND RESPONSIBILITIES:

Teaching and learning

- 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, those with special educational needs and disabilities (SEND).
- 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.
- Plan and lead intervention sessions with small groups of pupils.
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe student performance and pass observations on to the class teacher.
- Use ICT skills to advance pupils' learning.
- To cover and lead class teaching as and when appropriate.
- Direct the work, where relevant, of other adults in supporting learning.

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role.
- 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 they will support the inclusion of pupils in the learning activities.



Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers independently.
- 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.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Personal and professional conduct

- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.
- Have high expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- To be responsible for improving your own practice through observation, evaluation and discussion.
- To comply with the Data Protection Act and school policies and procedures.
- The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.
- To comply with the school's Health and Safety Policy and associated safe working procedures and guidelines.
- To comply with the school's Equality Policy and to ensure that it is implemented within the service area of the post.

**General Responsibilities:**

- The post holder must ensure, full commitment to the School/Trust vision, values and key priorities.
- The post holder must perform their duties in accordance with the school's Equal Opportunities Policy.
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of, support and ensure equal opportunities for all.
- To appreciate and support the role of other professionals.
- To contribute to the Academy/Trust ethos, aims and development / development plan.
- To attend meetings within the Trust, at its Academies and external events as required.
- To participate in training and other learning activities and performance development, as required.
- To recognise own strengths and areas of expertise and use these to advise and support colleagues.
- To assist with the organisation, routines and upkeep of the working environment.
- To support with administrative duties as required.
- To always maintain confidentiality in respect of school-related matters and to prevent disclosure of confidential and sensitive information.
- Other duties, commensurate with the grade of the post.
- To work and process personal and sensitive information in accordance with Data Protection Act 2018, including the General Data Protection Regulations (GDPR) 2018.
- The post holder is responsible for the health, safety and welfare of him/herself and others within their care, in accordance with the school's Health & Safety Policy and the Health & Safety at Work Act, 1974.
- To understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times and reporting any concerns to the Designated Safeguarding Officer immediately.
- The post holder may be required to work across the Trust and spend time at each of the Academies, when required.
- The post holder will be expected to carry out their duties with due regard to current and future Academy/Trust policies, procedures and relevant legislation. These will be drawn to the post-holder's attention during the recruitment process, induction, staff code of conduct, ongoing performance development and through Trust communications.
- This job description will be reviewed to reflect the plans, growth and development of the school.



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