An Daras Trust
Igniting Curiosity Growing Capabilities

Job Description

Higher Level Teaching Assistant (HLTA)

Activity code: 505 **Cost centre:** 2HLTA **Department:** EDSUP

Job title	Higher Level Teaching Assistant	**Based at**	School
Line Manager	Class teacher/Key Stage Leader/Executive Headteacher/Headteacher/Head of School		
Direct Line Management responsibility	Teaching Assistants	**Indirect Line Management responsibility**	None
Frequent working relationships	Pupils, support staff, teaching staff, families, external agencies		

Main purpose of the role	To take a pro-active role as a key member of a school team in the support of pupils, teachers, the curriculum and the school. To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision. To work within and support the values and ethos of the multi academy trust

Duties & responsibilities

For all roles

- Understand and implement all Safeguarding policies and procedures in relation to working with children and young people
- Adhere to all Trust policies and procedures
- Be responsible for own continuing professional development
- Attend meetings as requested
- Maintain confidentiality at all times
- Undertake other duties as appropriate to the level of the role as required

Duties & responsibilities

1. To assist the teacher in the planning of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned.

2. To produce lesson plans, resources etc as agreed with the teacher.

3. To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs.

4. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision.

5. To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.

6. To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.

7. To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required.

8. To meet with teachers, co-ordinators and SENDCO on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).

9. To assist teachers in making smooth transitions between educational phases for pupils.

10. To administer, mark and assess tests and to invigilate examinations and tests.

Support for the Curriculum

11. To deliver Trust, local and national learning strategies (e.g.: literacy, maths, early years etc) and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. To consider the learning support involved to aid the pupils to learn as effectively as possible.

12. To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.

13. To encourage the use of IT and advance pupils' knowledge of IT during the lesson.

14. To develop and update pupil targets including those for SEND pupils. To assess, monitor and record pupils' progress towards targets, and make appropriate alterations to targets and provision in order to ensure pupils' progress.

15. To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities. To select and prepare

teaching resources so as to deliver learning activities and recognise the diversity of pupils' needs and interests.

16. To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources.

17. To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.

Support for pupils

18. To encourage pupils to interact and work co-operatively with others and to engage all pupils in learning activities.

19. To assess, monitor and record pupils' progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or headteacher as appropriate.

20. To contribute to the development of multi-agency approaches to supporting pupils.

21. To liaise with parents and carers on pupils' progress, difficulties achievements and other relevant matters, ensuring sensitivity and respect with regard to such communications.

22. To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils.

23. To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance.

24. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.

25. To provide feedback to pupils in relation to all forms of progress and achievement.

26. To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils' self-control and independence.

27. To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the school's established Discipline Policy to ensure an orderly and constructive environment for the class.

Support for the School

28. To assist with lunch and break time supervision of pupils on a rota basis in accordance with the school's procedures for playground supervision.

29. To accompany pupils on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines.

30. To deliver other out of school learning activities as agreed with the teacher

31. To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.

32. To network and establish constructive relationships with other relevant agencies and professionals with regard to the development of effective working practices, policies and strategies to support pupils' progress and achievement.

33. To administer minor first aid (as trained) and medically prescribed drugs (as per the approved procedure). To assist with pupils who are sick as needed.

34. To carry out administrative tasks associated with all of the above duties.

35. To contribute to the overall ethos and aims of the school.

36. To update "My Concern/CPOMS" safeguarding tool as required.

Management Duties

37. To supervise and manage a team of teaching assistants ensuring the highest standards of teaching support are maintained within the school. Supervisory and management duties will include:-

    - providing advice and guidance to promote improvements in current practice;
    - providing induction and job familiarisation training for new staff;
    - undertaking appraisals and training needs analyses with teaching assistants to ensure continued self-development of staff and updated skills;
    - liaising with teachers and co-ordinators with regard to devising appropriate work programmes for Teaching Assistants.

38. To act as a mentor to teaching assistants in the development of teaching support skills and to transfer specialist expertise and skills.

39. To hold regular team meetings ensuring effective communications for teaching support staff. To represent teaching support staff at school senior management meetings

Mandatory training

Prior to starting employment

- Child Protection/Safeguarding
- Online safety
- Prevent
- Cyber security
- GDPR
- Equality & inclusion
- Health & Safety awareness (in induction pack)
- Fire awareness (in induction pack)
- Health & Safety induction

Prepared by: An Daras Trust

Date: January 2023

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Person Specification

Higher Level Teaching Assistant (HLTA)

Qualifications		Essential	Desirable	How identified		For shortlisting only
Criteria				Application form	Interview	Criteria met (application form)
1.	Attainment of GCSE's grade C/ NVQ level 2 or above in English & Maths (or able to demonstrate equivalent levels of numeracy & literacy	✓		✓		
2.	Meet HLTA standards or equivalent qualification/ experience	✓		✓		
3.	Additional areas of training- ie. PSA		✓	✓		

Experience		Essential	Desirable	How identified		For shortlisting only
Criteria				Application form	Interview	Criteria met (application form)
1.	Good standard of practical knowledge, skills and experience of working with pupils within a learning environment.	✓		✓		
2.	Experience of teaching whole class	✓		✓		
3.	Relevant experience to include providing specialist support within certain areas of the curriculum, or		✓	✓		

	with specialist pupil groups					

Knowledge		Essential	Desirable	How identified		For shortlisting only
Criteria				Application form	Interview	Criteria met (application form)
1.	Working knowledge of implementing relevant learning programmes	✓		✓	✓	
2.	Knowledge of statutory frameworks relating to teaching	✓		✓	✓	

Skills		Essential	Desirable	How identified		For shortlisting only
Criteria				Application form	Interview	Criteria met (application form)
1.	Good listening & communication skills	✓		✓	✓	
2.	IT skills – able to support learning through IT	✓		✓		
3.	Practical skills relating to planning and utilising individual learning programmes	✓		✓	✓	
4.	Self-motivated, able to lead and motivate a team	✓		✓	✓	
5.	Able to work to deadlines and methodical approach to work	✓		✓	✓	

Other	Essential	Desirable	How identified	For shortlisting only

Criteria				Application form	Interview	Criteria met (application form)
1.	Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people	✓		✓	✓	