

Job Description

Post Title: Higher Level Teaching Assistant

Department: Elements Primary School

Reporting to: Carrie Green

Job Description

HLTA

Purpose of the Post

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering the learning activities for individuals/groups, covering PPA, absence or short term for whole classes and monitoring pupils and accessing, recording and reporting on pupils achievement, progress and development. Responsible for the management and development of a specialist area within the school/ management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Key Areas

1. Work & liaise with the pupil
2. Staff teamwork.
3. Liaise with parents and school staff.

Duties and Responsibilities within key areas

1. To contribute to the overall ethos/work/aims of the school.
2. To appreciate and support the role of other professionals.
3. To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
4. To establish productive working relationships with pupils, acting as a role model and setting high expectations.
5. To plan and teach classes to cover PPA.
6. To cover sickness absence.
7. To promote the inclusion and acceptance of all pupils within the classroom.
8. To support pupils constantly whilst recognising and responding to their individual needs.
9. To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
10. To provide feedback to pupils in relation to progress and achievement.
11. To organise and manage appropriate learning environments and resources.
12. To plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
13. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives.
14. To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
15. To record progress and achievement in lessons/activities and provide evidence of range and level of progress and attainment.

16. To work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
17. 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.
18. Administer and assess/mark tests and invigorate exams/tests. Produce lesson plans etc.
19. To deliver learning objectives to pupils, adjusting activities according to pupil responses/needs.
20. To deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and makes effective use of opportunities provided by other learning activities to support the development of pupils' skills.
21. To use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
22. To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
23. To advise on appropriate deployment and use of specialist aid/resources/equipment.
24. To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
25. To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
26. To contribute to the overall ethos/works/aims of the school.
27. To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
28. To take initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
29. To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
30. To deliver out of school learning activities within guidelines established by the school.
31. To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
32. To manage other teaching assistants and lunchtime supervisors.
33. To liaise between managers/teaching staff and teaching assistants.
34. To hold regular team meetings with managed staff.
35. To represent teaching assistants at teaching staff/management/other appropriate meetings.
36. to undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.
37. To ensure promotion and support of Equal Opportunities and Health and Safety.
38. To support the breakfast club WRAP around provision on a daily basis.
39. To support teaching and learning throughout school when required as directed by the Executive Principal.
40. To carry out other duties as reasonably requested by the Executive Principal.
41. To undertake any other duties that are commensurate with the post.

Principal Responsibilities

- Provide support for students and staff as outlined, under the direction of the Executive Principal.
- To plan and teach classes across the primary phase.
- To support the teaching and learning of all pupils.

Standard Duties in all Trust Job Description

- Show a commitment to diversity, equal opportunities and anti-discriminatory practices.
- Show a commitment to ensuring that children and young people learn in a safe environment.
- Participate in relevant and appropriate training and development as required.

Method of Working

The Wellspring Academy Trust expects all staff to work effectively as part of a team, delivering high quality support. This requires dealing with people politely and tactfully, communicating with colleagues both formally and informally, offering guidance and information in accordance with Trust guidelines, policies and procedures when requested and contributing to the maintenance of the Trust environment. Staff are expected to make themselves aware of the relevant policies and procedures. All staff are required to maintain confidentiality.

Public Relations

Considerable importance is attached to the public relations aspect of our work. Staff must project a positive image of the Trust at all times and through all activity.

DBS Certificate

All staff are required to undertake a Disclosure and Barring Service (DBS) check. The Wellspring Academy Trust takes its duty to safeguarding the young people with which it works seriously.

Wellspring Academy Trust

Person Specification



Personal Specification HLTA

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA	HOW IDENTIFIED
EDUCATION & TRAINING ATTAINMENTS	Can use ICT effectively to support learning. Ability to organise, lead and motivate a team. Ability to relate well to children and adults.	Constantly improve own practice/ knowledge through self evaluation and learning from others.	Application form. Visual inspection of certificates at interview.
KNOWLEDGE AND UNDERSTANDING	Understanding of statutory frameworks relating to teaching. Experience working with children of relevant age in a learning environment. Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies. Good understanding of child development and learning processes. Full working knowledge of relevant policies/codes of practice/legislation.	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. Work constructively as a team lead WRAP around provision.	Application form. Interview.
QUALIFICATIONS /TRAINING	Meet Higher Level Teaching Assistant standards or equivalent qualification experience Excellent numeracy/literacy skills - equivalent to NVQ Level 2 in English and Maths Training in relevant learning strategies e.g. literacy	Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language. ICT	Application form. Selection process
OTHER CONDITIONS	Subject to enhanced DBS check		