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| Job title: | Higher Level Teaching Assistant |
| Grade: | Grade 9 (Scale point 19 to 25) |
| Reports to: | Class Teacher / Deputy Headteacher / Headteacher |

Main job purpose

The primary purpose of the Higher Level Teaching Assistant is to complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. They will have a significant role to play in the planning, delivery and monitoring of learning activities.

This is primarily a classroom-based role. Post holders will work as members of school teams, working with teachers, teaching assistants and pupils to make a major impact on teaching and learning.

They may be deployed to release teachers for guaranteed planning, preparation and assessment (PPA) time. They may carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

Main responsibilities and duties

To undertake the following, subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the Headteacher of the school:

- Planning and preparing lessons and courses for pupils
- To contribute effectively to teachers’ planning and preparation of lessons
- Work within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils’ learning and behaviour
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils’ needs and interests
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures
- Delivering lessons to pupils. This includes lessons delivered via distance learning or computer aided techniques
- Using clearly structured teaching and challenging learning activities, they interest and motivate pupils, and advance their independence as learners
- Communicate effectively and sensitively with pupils to support their learning
- Promote and support the inclusion of all pupils in the learning activities in which they are involved
- Use behaviour management strategies, in line with the school’s policy and procedures, which contribute to a purposeful learning environment
- Advance pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present
- Where relevant, guide the work of other adults supporting teaching and learning in the classroom
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility

- Assessing and recording the development, progress and attainment of pupils
- Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities
- Monitor pupils' responses to learning tasks and modify their approach accordingly
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn
- Reporting on the development, progress and attainment of pupils
- Contribute to maintaining and analysing records of pupils' progress
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Supervision and management

To carry out duties subject to the direction and supervision of a nominated teacher in accordance with arrangements made by the Headteacher of the school

To supervise and manage pupils and their learning within the context of the learning environment, in accordance within an agreed remit from the class or subject teacher

To supervise the work of Teaching Assistants within the learning environment, unless a qualified teacher is present.

Decision making

There will often (regularly) be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the post holder will often need to act on his or her initiative.

He/she will take responsibility for the maintenance of working standards and behaviour in the learning environment when working in charge of a group or class of students.

Problem solving and creativity

The post holder must act consistently within school policy and procedures to ensure that pupils are treated fairly and with equality.

The post holder will need to use a variety of interpersonal skills and strategies to establish supportive and positive relationships with colleagues, pupils, parents and carers

Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.

Flexibility in carrying out duties will be required.

Key contacts and relationships

- Build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and be concerned for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work

- Encourage pupils to interact and work cooperatively with other
- Work collaboratively with colleagues, and carry out their roles effectively: know when to seek help and advice
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning
- Aim to improve their own practice, including through observation, evaluation and discussion with colleagues.

Working environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

There may be an occasional need to physically lift pupils, such as for safety or care needs.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Progression in Post (if applicable)

CPD is a requirement as part of the role.

HLTA's are encouraged to develop their skills further, and undertake professional development which may enable them to progress using the Trust's professional pathways strategy.

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the Trust's Values, Ethos and Vision
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service delivery
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

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| Job description prepared by: | Trust Resources Team |
| Date: | January 2024 |

| Requirements | Essential | Desirable | Evidence |
|-----------------------------------|---|--|--|
| Qualifications | <ul style="list-style-type: none"> 5 GCSEs including English and Maths (minimum level 4 or equivalent experience/ vocational qualification) | <ul style="list-style-type: none"> Successful completion of NVQ level 3 or 4 for Teaching Assistants/or equivalent specialist qualification /or minimum 40 credits towards Certificate of Higher Education or foundation degree | <p>Application Form Interview References</p> |
| Knowledge & Experience | <ul style="list-style-type: none"> Previous experience of working in with children in an educational setting Understand the legal definition of SEN, familiarity with SEN Code of practice Specialist knowledge and understanding in a particular subject area, specific age phase or with pupils with particular needs Familiarity with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved. | <ul style="list-style-type: none"> Experience of children with SEND | <p>Application Form Interview References</p> |
| Skills | <ul style="list-style-type: none"> Be able to demonstrate a range of strategies to establish a purposeful learning environment and promote good behaviour Strong communication and interpersonal skills Excellent organisation and time management skills Be competent in the use of ICT to enable delivery of the curriculum and enhance children’s learning Fluency in English for all student and public-facing roles | <ul style="list-style-type: none"> Experience of using Google Workspace for education | <p>Application Form Interview References Language Qualifications Fluency in English evidenced by:</p> <ul style="list-style-type: none"> competently answering interview questions in English; possessing a relevant qualification for the role attained as part of education in the UK or fully taught in English by a recognised institution abroad passing an English language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognised institution abroad |

| Requirements | Essential | Desirable | Evidence |
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| Qualities | <ul style="list-style-type: none"> ● Team player who can work independently ● Resilience ● Tenacity ● Discretion ● Flexible and adaptable ● Patience ● Firmness | | Application Form Interview References |
| Relationships | <ul style="list-style-type: none"> ● Have positive and mutually supportive relationships with all colleagues ● Ability to promote the school across the wider community | | Application Form References Interview |
| Safeguarding | <ul style="list-style-type: none"> ● Good knowledge of relevant Safeguarding procedures ● Understanding of the KCSIE framework and requirements ● Commitment to adhere to the Trust's Safeguarding & Child Protection Policy. | <ul style="list-style-type: none"> ● Good awareness of potential Safeguarding issues | Application Form Interview References |