



SS PETER & PAUL'S CATHOLIC PRIMARY SCHOOL

The Good Shepherd Catholic Trust

Gordon Rd, Ilford, Essex IG1 1SA

Tel 020 8478 1267

email: admin.sspeterandpauls@redbridge.gov.uk

Higher Learning Teaching Assistant (HLTA)

Post Title: Higher Learning Teaching Assistant (HLTA)
Type: Fixed-Term 1st September 2023 – 31st August 2024 Term time, plus 5 inset days
Hours: 32.5 hours per week

Main purpose of the post:

- The post holder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.
- This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and take classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment.
- The post holder will be a member of the teaching team and will work under the leadership of a qualified teacher.
- The post holder will operate with a high level of delegated authority under an agreed system of supervision.

Support for Pupils: Under the direction of a qualified teacher:

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Develop and implement pupil's Individual Education/Behaviour/Support/Mentoring Plans and review progress.

Support for the Teacher:

- Organise and manage appropriate learning environment and resources.
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake marking and more in-depth feedback of children's learning.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the school's behaviour policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment.
- Support, co-ordinate and organise pupils attending extra-curricular activities or other out of school activities (where required).
- Invigilate exams/tests within the school environment.



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Support for the Curriculum Under the direction of a qualified teacher:

- Contribute to curriculum planning, evaluation and implementation.
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- Oversee a designated area of curriculum support/ a curriculum system as required or deemed necessary by the school.

Support to School: (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for, or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers, parents, guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school (and at lunchtimes when deemed necessary and appropriate).

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the school's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.



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Person Specification

Criteria	Essential	DESIRABLE
Qualifications	<ul style="list-style-type: none"> Meet HLTA standards or equivalent qualification and experience. Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). 	
Skills & experience	<ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice including school performance management policies. A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. Understanding of principles of child development and learning processes. Ability to plan effective actions for pupils at risk of underachieving. Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other members of staff Effective use of ICT to support learning. Use of other equipment and technology – video, photocopier. Well-developed interpersonal skills to be able to relate well to a wide range of people. Excellent communication skills. 	<ul style="list-style-type: none"> Experience of being involved in a networked learning community.
Attitudes	<ul style="list-style-type: none"> Value the education of every pupil as equally important Be committed to equal opportunities Believe in pupils' entitlement to a broad, balanced and meaningful education Be committed to high quality in all aspects of their work Have a collaborative approach to partnership working Have an understanding of school systems, timetabling, data tracking for pupils, development, planning and implementation Commitment to personal development and growth. 	<ul style="list-style-type: none"> Recognise that it is the responsibility of leadership to provide active support and challenge to colleagues
Qualities	<ul style="list-style-type: none"> A highly professional approach to their work The ability to thrive in a 'no excuses' culture Great energy, enthusiasm and hope A real drive to make things happen A passionate desire to make a difference A good sense of humour 	<ul style="list-style-type: none"> The desire for further career progression