



**HIGHER LEVEL TEACHING ASSISTANT (HLTA)
FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES**

LEVEL 3

SALARY GRADE: LBR5

LEVEL 3

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Will need to respond to questions and generally assist pupils to undertake set activities.

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils with specific needs
- Work under the direction of the Assistant Headteacher for Inclusion to deliver a high-quality provision that supports the achievement of pupils with barriers to learning with Communication and Language
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs in order to personalise pupils' learning
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Supervise pupils in the playground and plan and organise playtime activities when necessary

SUPPORT FOR THE TEACHER

- Work with the teacher/SENDCo to establish an appropriate learning environment
- Work with the teacher/SENDCo in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher/SENDCo, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher/SENDCo, contributing to reviews of systems/records as requested, e.g. BSquared
- Undertake marking of pupils' work and accurately record achievement/progress
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher/SENDCo within your role/responsibility and participate in feedback sessions/meetings with parents, which may be held outside school hours
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education; these may include social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, special educational needs & disabilities, intimate care, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with parents, other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular review meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision of other support staff and assist in the training / development / mentoring of staff as appropriate
- Review the performance of other support staff
- Undertake planned supervision of pupils' out of school hours learning activities
- Supervise pupils on visits, trips and out of school activities as required



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PERSON SPECIFICATION

Experience	<ul style="list-style-type: none">• Experience working with children of relevant age in a learning environment
Qualifications/Training	<ul style="list-style-type: none">• HLTA Status• Excellent numeracy/literacy skills (equivalent to NVQ Level 2 in English and Maths)• Trained in the relevant strategies e.g. developing Communication and Language, literacy and/or in particular curriculum or learning area• Appropriate first aid training
Knowledge/Skills	<ul style="list-style-type: none">• Can use ICT effectively to support learning• Use of other equipment/technology – video, photocopier• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation• Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies• Good understanding of principles of child development and learning processes• Ability to self-evaluate learning needs and actively seek learning opportunities• Ability to relate well to children and adults• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

Name _____

Signature _____

Date _____

