

JOB DESCRIPTION

Higher Learning Practitioner (HLP)

Grade: LBR 5

KEY PURPOSE OF THE JOB

Working under guidance to:

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 learning activities for individuals/groups and in specified limited sessions for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

General

This job description is not necessarily a comprehensive definition. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time in consultation.

PRINCIPAL ACCOUNTABILITIES

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- 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
- 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

Support for teachers

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests

- Production of lesson plans, worksheet, plans etc.

Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

Support for the school

- 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
- 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 other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

OTHER DUTIES AND RESPONSIBILITIES

[KEY ORGANISATIONAL OBJECTIVES]

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

CONDITIONS OF SERVICE

[SPECIAL CONDITIONS OF SERVICE]

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission

to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Job Specification

Experience	<ul style="list-style-type: none"> ● Experience working with children of relevant age in a learning environment
Qualifications	<ul style="list-style-type: none"> ● At NPPS, HLP requirements are in line with meeting the Higher Level Teaching Assistant (HLTA) standards or equivalent qualification or 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 as may be appropriate
Knowledge & Skills	<ul style="list-style-type: none"> ● Can use ICT effectively to support learning ● Full working knowledge of relevant policies/codes of practice/legislation ● Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies ● Good understanding of child development and learning processes ● Understanding of statutory frameworks relating to teaching ● Constantly improve own practice/knowledge through self-evaluation and learning from others ● 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