

Higher Level Teaching Assistant (HLTA)

KEY PURPOSE OF THE JOB

Working under guidance to:

- Provide support for teachers/senior staff to implement agreed work programmes with individuals/groups of pupils, 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.
- Supervise whole classes occasionally during short-term absence of teachers.
- Provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

General

The following is a list of specific activities and responsibilities that the HLTA will be required to carry out in addition to the general responsibilities of a Learning Practitioner/Learning Support Assistant.

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

PRINCIPAL ACCOUNTABILITIES

Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- 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.
- 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.
- Provide pastoral support to pupils.
- Participate in comprehensive assessment of pupils to determine those in need of particular help.
- Establish productive working relationships with pupils, acting as a role model.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support for teachers

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher 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 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, contributing to reviews of systems/records as requested.
- 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 of their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- 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 pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Assist in the development and implementation of appropriate behaviour management strategies.

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, 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 other agencies/professionals, in liaison with teacher, to support achievement and progress of pupils.
- Attend and participate in regular 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 and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.

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 of working with children of relevant age.• Experience of working with pupils with additional needs.
Qualifications	<ul style="list-style-type: none">• Very good numeracy/literacy skills.• NVQ 3 for Teaching Assistants or equivalent qualification or experience.• Have completed training in the relevant strategies e.g. literacy and/or in particular curriculum or leaning 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.• Understanding of principles of child development and learning processes.

	<ul style="list-style-type: none"> • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to plan effective actions for pupils at risk of underachieving. • Ability to relate well to children and adults. • Full understanding of the range of support services/providers. • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
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