Job Profile

Job Title **Higher Level Teaching Assistant**

Job Role **Teaching and Learning Support**

Grade **Grade G**

Job Purpose

1. To assist the teacher to plan, prepare, deliver and assess learning activities for individuals and groups both in and out of school to enrich curriculum learning.

2. Under the direction and supervision of a teacher (or line manager), to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision

3. This may involve planning, preparing and delivering learning activities for individuals and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

4. To be responsible for the management and development of a specialist area within the school (in and out of school hours).

Support to Pupils

1. Build and maintain successful relationships with pupils, acting as a role model and encouraging their development as learners

2. To set and ensure high expectations for pupils, respecting their social, cultural, linguistic, religious and ethnic backgrounds

3. To assess the needs of pupils and use specialist skills and detailed knowledge to support pupils' learning in a consistent manner, whilst responding to individual needs

4. To develop and implement IEPs and ILPs in conjunction with the teacher

5. To promote independence and employ strategies to recognise and reward achievement within established school procedures

6. To promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the HLTA and / or the teacher

7. To provide feedback to pupils on their progress and achievement

8. Work with individual pupils to set behavioural targets and to monitor these in and out of the classroom

Support for Teachers

1. To act as role model for good pupil behaviour and promoting positive values and attitude. Anticipate and manager behaviour constructively, promoting self-control, discipline and a purposeful learning environment

2. To liaise sensitively and effectively with parents and carers, supporting their role in pupils' learning and attend meetings with parents to provide constructive feedback on pupil progress and achievement

3. Use teaching and learning objectives to produce challenging learning outcomes and lesson plans, worksheets, plans etc. within the agreed system of supervision

4. To deliver learning activities to pupils within an agreed system of supervision, adjusting activities to meet pupil needs. This will involve individual, group and whole class work, working independently of the class teacher

5. To support the teacher by delivering local and national learning strategies (e.g. literacy, numeracy, KS3, early years); initiating other learning activities to support the development of pupils' skills and recording achievement, progress and feeding back to the teacher

6. Monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies, against pre-determined learning outcomes

7. To provide objective and accurate feedback to the teacher and reports as required on pupil progress, ensuring availability of appropriate evidence

8. Undertake marking of pupils' work and accurately record achievement / progress against an agreed marking scheme

9. To be responsible for systematic recording of pupils' progress and achievement in lessons, providing evidence of range and level of progress and achievement

10. To be responsible for the planning, mounting and displaying of pupils' work in the classroom and at whole school level, contributing to learning outcomes

11. To organise and manage safely, learning activities, the learning environment and resources for which responsibility has been given

12. To select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds

13. To administer and assess/mark routine primary tests and invigilate test/examinations as required

14. To advise on appropriate use of specialist aid, resources and equipment

Support for the School

1. To comply with and assist with development of policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person

2. To contribute to the overall work and ethos of the school

3. To work as part of a team and support the role of other people in the team and to establish constructive relationships with other agencies / professionals in liaison with the teacher, to support the achievement and progress of pupils.

4. To develop appropriate multi-agency approaches to supporting pupils

5. To attend and participate in meetings as required

6. To undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management, and use this to lead, advise and support others

7. To provide appropriate guidance supervision and assist in the development and training of staff as appropriate

8. To supervise pupils out of lesson time

9. To contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend the work carried out in the class

10. To deliver out of school learning activities within guidelines established by the school / LEA

11. To guide and develop the work of other adults supporting teaching and learning in the classroom

Supporting documents

- Key requirements Sensory Integration
- Key requirements Behaviour
- Key requirements Communication and Interaction

Common Core of Skills and Knowledge for the Children's Workforce

The common core covers six themes:

1. Effective communication and engagement with children, young people, parents and carers

2. Child and young person development

3. Safeguarding and promoting the welfare of the child

4. Supporting transitions

5. Multi-agency working

6. Sharing information

Person Specification

Higher Level Teaching & Learning Assistant
(with Line Management Responsibilities)

Personal Attributes required (on the basis of the job description)	Essential (E) Or Desirable (D)	To be identified by: (e.g. application form, interview, reference etc.) AF and/or I and/or R
Qualifications and Professional Development		
Recognised and relevant NVQ Level 3 qualification/HLTA Status or equivalent	E	A/I/R
NVQ Level 4 qualification or equivalent	E	A/I/R
NVQ Level 2 or equivalent qualification in English/Literacy and Mathematics/Numeracy or other proven standard in Literacy and Numeracy	D	A/I/R
Experience		
Experience of working with children and young people with learning difficulties (communication and interaction difficulties)	E	A/I/R
Experience of working in a classroom environment	E	A/I/R
Experience of administrative work	D	A/I/R
Experience of supporting pupils with ASD and challenging behaviour	E	A/I/R
Experience of managing staff	E	A/I/R
Experience in leading/participating in workforce development and training	D	A/I/R
Knowledge/skills/abilities		
Ability to operate at a level of understanding and competence equivalent to NVQ Level 4 standard	E	A/I/R
Ability to work as part of a team	E	A/I/R
Good communication skills	E	A/I/R
Ability to relate well to parents and carers	E	A/I/R
Ability to supervise and assist pupils	E	A/I/R
Time management skills	E	A/I/R
Organisational skills	E	A/I/R

Knowledge of classroom roles and responsibilities	E	A/I/R
Knowledge of the concept of confidentiality	E	A/I/R
Knowledge of communication and interaction strategies	E	A/I/R
Administrative skills	D	A/I/R
Knowledge of Foundation Stage/National Curriculum/Curriculum for severe and profound learning difficulties	E	A/I/R
Knowledge of numeracy and literacy strategies	E	A/I/R
Ability to make effective use of ICT	E	A/I/R
Ability to assess children's development	E	A/I/R
Ability to plan and delivery work programmes	E	A/I/R
Ability to organise, lead, develop and motivate a team	E	A/I/R
Ability to demonstrate initiative and a flexible attitude to work	E	A/I/R
Personal Qualities and Competencies		
Commitment to undertake professional learning and development	E	A/I/R
Commitment to safeguarding and promoting the welfare of children	E	A/I/R
Other		
References should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above.		Essential
Positive recommendation from current or most recent employer		Essential
Satisfactory health and attendance record		Essential