

## Higher Level Teaching Assistant

Reporting to our SENCO and working with our teachers, provide practical support for teaching and learning to enable maximum progress and development of our students.

Reporting to:	SENCO
Direct Reports:	None
Level:	PCD8
Contract:	39 weeks, 35 hours a week (of part thereof)

### Job Purpose

- Organise and support teaching and learning activities for classes. The primary focus is to carry out specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.
- Work as part of a cohesive team, supporting each other and sharing information about students and their needs to best support them.
- Share and promote own specialist knowledge to colleagues and teachers in relation to areas of expertise – for example curriculum areas, student needs and learning difficulties.

### Key Deliverables and Accountabilities

- Fulfil the 33 HLTA standards to support teaching and learning, maximising achievement and development
- Provide and deliver learning activities for individuals, small groups or whole classes, modifying and adapting activities as necessary under the professional direction and supervision of a qualified teacher.
- Assess, record and report on student development, progress and attainment to the teacher against pre-determined learning objectives using detailed knowledge and specialist skills to support student learning.
- Share information about students with other staff, parents/carers, internal and external agencies. Attend and contribute to meetings, reviews and IEPs as appropriate.
- Support student social, emotional and physical well-being, reporting concerns to the appropriate person.
- Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety, security, confidentiality and data protection, reporting all concerns to a nominated person.
- Advise, support and guide the work of other staff by sharing expertise in particular specialist areas.
- Administer medication in accordance with an agreed plan under direction of the Headteacher and following appropriate training/healthcare plan.
- Escort and supervise students on out of school activities using own initiative to deal with issues that arise and maintaining good order and standards of behaviour.
- Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage students to take responsibility for their own behaviour.

### Responsibilities

- This role will be expected to undertake at least one of the following:
  - a) Provide specialist support to students with learning, behavioural, communication, social, sensory or physical difficulties.
  - b) Provide specialist support to students where English is not their first language
  - c) Provide specialist support to gifted and talented students.
  - d) Provide specialist support to all students in particular learning area (e.g. subject specialism, literacy).

## Person Specification

	Essential	Desirable
<b>Qualifications</b>	HLTA accredited status or QTS	Additional specialist qualification at Level 4 or above. Training in relevant strategies, e.g. literacy, numeracy, curriculum specific strategies.
<b>Knowledge</b>	Up to date knowledge and understanding of the practices and procedures within education relating to the welfare, safety and education of children. Full working knowledge of relevant policies / codes of practice / legislation. Working knowledge of national curriculum and other relevant learning programmes/strategies. Understanding of principles of child development and learning processes. Knowledge of specialist subject area (e.g. literacy, maths, humanities, science) Understanding of statutory frameworks related to teaching	Curriculum development and implementation
<b>Relevant Experience</b>	Working with or caring for children and young people.	Experience working with children of relevant age. Experience of working in a classroom setting. Experience in working in another service to young people.
<b>Skills</b>	Can use ICT effectively to support learning. Ability to self-evaluate learning needs and actively seek learning opportunities. Ability to relate well to children and adults. Able to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. Able to prioritise tasks and act on own initiative. Able to motivate and encourage children to develop to their full potential.	Use of other equipment technology – video/DVD, photocopier
<b>Other</b>	Requirement for some out of school and/or out of term working to support specific activities or events as appropriate	

## Professional standards for HLTAs

Those awarded HLTA status must demonstrate, through their practice, that they:

### **Professional values and practice**

1. have high expectations of children and young people with a commitment to helping them fulfil their potential
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. demonstrate commitment to collaborative and cooperative working with colleagues
7. improve their own knowledge and practice including responding to advice and feedback.

### **Professional knowledge and understanding**

8. understand the key factors that affect children and young people's learning and progress
9. know how to contribute to effective personalised provision by taking practical account of diversity
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
12. know how to use ICT to support their professional activities
13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

### **Professional skills**

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

### **Planning and expectations**

17. use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. use their area(s) of expertise to plan their role in learning activities
19. devise clearly structured activities that interest and motivate learners and advance their learning
20. plan how they will support the inclusion of the children and young people in the learning activities
21. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

### **Monitoring and assessment**

22. monitor learners' responses to activities and modify approaches accordingly
23. monitor learners' progress in order to provide focused support and feedback
24. support the evaluation of learners' progress using a range of assessment techniques
25. contribute to maintaining and analysing records of learners' progress.

### **Teaching and learning activities**

26. use effective strategies to promote positive behaviour
27. recognise and respond appropriately to situations that challenge equality of opportunity
28. use their ICT skills to advance learning
29. advance learning when working with individuals
30. advance learning when working with small groups
31. advance learning when working with whole classes without the presence of the assigned teacher
32. organise and manage learning activities in ways which keep learners safe
33. direct the work, where relevant, of other adults in supporting learning.