



Higher Level Teaching Assistant (HLTA)

Job Description

Job Purpose

To work under the direction of the Inclusion Team and collaboratively with the responsible classroom teacher to deliver high quality teaching, learning and care for children with SEND, in and around school and in the SEND intervention room. Utilise detailed knowledge and specialist skills to undertake 'specified work' and provide care and supervision to children with SEND needs.

Expectations of Role

The key role of the HLTA is to support children with SEND to achieve and succeed in all aspects of their life in school. They will work alongside the Inclusion Team and Teachers to devise and implement programmes of work that will support children's learning, in and out of the classroom. The HLTA will actively support the ethos of the school and create a positive climate for learning, providing an excellent role model for the children they are working with. They will effectively prepare and plan for a group intervention, track and evaluate progress and ensure skills learned are applied in the classroom relevant to their grade.

Duties and Responsibilities:

Supporting Pupils:

- Attend to the pupil's personal needs and implement related personal programmes, including social, health, physical, hygiene, medication, first aid and welfare matters as appropriate
- Assist with the identification and monitoring of children's general health and welfare
- Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of pupils, which may include:
 - Assistance with personal hygiene routines, e.g. toilet training, changing or incontinent children, dressing and undressing
 - Changing of soiled clothing and its disposal in an appropriate way
 - Assisting with children's injuries and, where appropriately qualified, administering first aid
 - Assist with the administration of medicines under the direction of the appropriate medical staff
- Use advanced specialist skills to undertake those activities necessary to meet the intellectual, physical, social and emotional needs of children, including those with special educational, physical or emotional needs
- Undertake supervision and discipline of pupils within the procedures of the school, providing feedback to pupils
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assess the needs of pupils and use detailed knowledge and advanced specialist skills to support pupils' learning
- Provide support for local and national learning strategies e.g. Literacy, Numeracy, Early Years
- Take a lead role in managing and delivering pastoral support
- Establish productive working relationships with pupils providing feedback to them in relation to progress and achievement, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations
- Promote the inclusion and acceptance of all pupils

- 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 pupil independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self-reliance
- Set challenging and demanding expectations; motivate, promote self-esteem and independence to encourage them to achieve
- Provide feedback to pupils in relation to progress and achievement
- Ensure that pupils are able to safely use equipment and materials provided

Supporting Teachers:

- Organise and manage learning activities in ways which keep pupils safe
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities / work plans as appropriate for individuals, groups and whole classes as required
- Work with the teacher and Inclusion Team in lesson planning, evaluating and adjusting lessons/work plans for individuals, groups of pupils or a whole class as appropriate
- Implement agreed learning activities/teaching programmes using strategies in a liaison with the teacher and Inclusion Team, to support pupils to achieve learning goals
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, through observation and planned recording of achievements against pre-determined learning objectives
- Assess, provide objective and accurate feedback and report as necessary on pupil development, progress and achievement, ensuring the availability of appropriate evidence
- Assist the teacher in monitoring and analysing record of pupil's progress
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters
- Be responsible for keeping and updating records as agreed with the teacher and Inclusion Team, contributing to reviews of systems/records as requested
- Undertake marking of the pupil's work and accurately record achievement/progress
- Within the school's behaviour policy, apply behaviour management strategies and techniques to anticipate and manage behaviour constructively and contribute to a purposeful learning environment
- Support the role of parents in pupils' learning and contribute to meetings with parents to constructively feedback on pupils progress / achievement where appropriate
- Fulfil the schools requirements of planning including saving planning to the system where requested
- Undertake appropriate planning and preparation of lessons and courses for individuals, groups and whole classes where requested
- Provide general administration tasks and support for learning environment including preparing displays
- Manage, prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom
- In conjunction with the class teacher, input, analyse and report pupil data and assessment information

Supporting the Curriculum:

- Deliver learning activities / teaching programmes, adjusting activities according to pupil responses / needs
- 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 / cultural backgrounds
- Plan creatively to engage the children in their learning
- Advise on appropriate deployment and use of specialist resources / equipment.

Supporting the School:

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, as advised, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learning and develop
- Contribute to the overall ethos / work / aims of the school
- Establish constructive relationships and communication with other agencies / professionals, classroom staff and Senior Leaders to support achievement and progress of the pupil
- Liaise sensitively and effectively with other professional staff and when reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate
- Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Assist with the supervision of pupils out of lesson times, including break and lunchtimes
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Model good practice and contribute to planning and delivery of appropriate training
- Contribute to the overall ethos, work, aims of the school by attending and participating in relevant meetings / training and contributing to the development of policies and procedures within the school
- Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training
- Assist with group/whole class activities within and away from the classroom/school, such as educational visits, PE, swimming and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Within an agreed system of supervision and within pre-determined lesson objectives, teach whole classes; evaluating and adjusting lessons / work as appropriate
- Participate in personal and professional development activities to meet the changing demands of the job and encourage and support other staff in their development and training
- Assist in the supervision, training and development of volunteer helpers, students or other staff in the classroom
- Attend and participate in relevant meetings as required
- Undertake all such duties as are reasonable and appropriate to the nature of the post as determined by the Headteacher and commensurate of the grade

All duties and responsibilities must be carried out with due regard to the City Council's Health and Safety Policy.

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data, must be undertaken within the corporate Data Protection Guidelines (Data Protection Act 1998).

Higher Level Teaching Assistant Person Specification

Job Title: Higher Level Teaching Assistant	
Knowledge	<ul style="list-style-type: none">• Full working knowledge of relevant codes of practice / legislation e.g. 'Keeping Children Safe in Education'• Good working knowledge of National Curriculum and other relevant learning programmes• Understanding of the principles of child development and learning• An understanding of the role adults play in children's learning processes and in particular, barriers to learning• Recognise behavioural patterns and use strategies to support behaviour management• Have knowledge and understanding of implementing plans to meet the specific needs of individuals or groups of children• Full understanding of the range of support services and providers• An understanding of the needs and characteristics of children• An understanding of children working pre-EYFS and how to adapt learning to meet their needs• An awareness of the difficulties likely to face children with special needs and English as an additional language• A good understanding of the EY/National Curriculum• An understanding of equal opportunity issues and an awareness of what this involves e.g. being able to communicate with people from minority groups, people with disabilities

<p style="text-align: center;">Skills and Abilities</p>	<ul style="list-style-type: none"> • Excellent interpersonal skills both in working relationship with children and parents/carers and in forming effective professional relationships • Ability to work constructively and effectively as part of a team • To have competency skills in numeracy and literacy, e.g. to be able to spell, punctuate correctly etc. • To confidently use different sources of ICT to support learning • Ability to maintain a positive and caring ethos with an accent on high achievement for all • Effective oral and written communication skills • To be able to explain tasks simply and clearly • To have good organisational skills • To be supportive, patient and caring • Ability to be flexible and pro-active about challenge / change • Ability to monitor, record and make assessments about individual progress and liaise with appropriate staff about this • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these • Ability to self-evaluate learning needs of themselves and the children they work with • To be able to support Teaching assistants in their development • To be able to effectively lead a whole group/class of children in their learning • To assist children on an individual basis but also as part of a team • To be able to support children who are ill or need toileting • To be able to deal with tasks such as toileting accidents • To be able to deal with situations calmly and effectively • To be able to assist or organise classroom and equipment set up • To be able to accept authority and supervision and respond appropriately • To be able to conduct yourself in a professional manner at all times – acting as a role model to children and other members of staff through your actions • To demonstrate a friendly but firm manner and to engage effectively with children
<p style="text-align: center;">Experience</p>	<ul style="list-style-type: none"> • Experience of working with children of relevant age or with general/specific special needs • Experience of working with children in a school setting is essential • Experience of leading activities with children • Experience deploying other staff is desirable

Educational

- Excellent Literacy and Numeracy skills (ideally equivalent to GCSE English and Maths)
- NVQ 4 for Teaching Assistants or equivalent qualification or experience
- Training in relevant strategies e.g. literacy and/or in a particular curriculum/learning area e.g. ICT, Maths
- Possess the Higher Level Teaching Assistant qualification or meet the required standards.
- Although not essential it is desirable that the candidate holds an up to date Paediatric First Aid certificate or is willing to undertake training

Grange Farm Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant's appointment will be subject to satisfactory Enhanced Disclosure from the Disclosure and Barring Service.