

## **Job Description: Higher Level Teaching Assistant (HLTA)**

The Propeller Academy Trust is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

### **Main purpose**

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision and assisting the teaching staff in the implementation of National Curriculum/Developmental Curriculum and School Curriculum. This may involve planning, preparing, and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording, and reporting on pupils' achievement, progress, and development.
- To work with Senior Leaders and support the management and development of the Sensory Theatre, Sensory Walkway and Sensory Room(s) which are highly specialised areas within the school. To liaise with relevant technicians to maintain the smooth running of each of the areas.
- Be responsible for communication liaising between managers/teaching staff and teaching assistants as well as organising and chairing TA meetings at least termly and actioning any points raised.
- To undertake cover for teachers if absent.
- The role will require planning, preparing and the delivery of appropriate learning activities for individuals/groups for whole classes and groups of children. Monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development are integral aspects of the role.
- Undertake if required, recruitment/induction/appraisal/training/mentoring for other teaching assistants and ensure that new TAs have completed a full induction process following the school policy and are well versed with Health and Safety issues throughout the school.

### **Duties and responsibilities**

#### **Teaching and learning**

- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Drawing on knowledge of normal child development and various forms of special needs, develop an understanding of the special needs of the child/ren concerned, providing support consistently whilst recognising and responding to their individual needs
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Work within agreed policies and procedures to anticipate and manage behaviour constructively, promoting self-control and independence

- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use

## **Planning**

- Contribute to effective assessment and planning by supporting the monitoring, recording, and reporting of pupil performance and progress as appropriate to the level of the role
- Prepare lesson plans and associated resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Advise on appropriate deployment and use of specialist aid/ resources/ equipment
- Deliver local and national learning strategies e.g., literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills

## **Working with staff, parents/carers, and relevant professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment, and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Attend parent's evenings
- Attend relevant staff meetings

## **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

## **Professional development**

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## **Other areas of responsibility**

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

This job description sets out the main duties of the post at the date it was drawn up. However, it is not intended to be an exhaustive or definitive list. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post. You may be required to carry out other duties commensurate with your role.

**The Propeller Academy Trust and its member schools are committed to safeguarding and promoting the welfare of all children and young people according to child protection and safeguarding guidelines. We expect all staff and volunteers to share in this commitment.**

**This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. All post holders are subject to the necessary pre-employment check, including a satisfactory Enhanced Disclosure and Barring Service (DBS) Check,**

including a Child/Adult's Barred List check (where applicable to the role in question). Additionally, shortlisted candidates will be subject to online searches for publicly available information.

## Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths</li> <li>• First-aid training, or willingness to complete it</li> <li>• HLTA qualification or equivalent, or willingness to complete the qualification within 6 months of starting in the role</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting</li> <li>• Experience working with children / young people with special educational needs</li> <li>• Experience planning and delivering learning activities</li> <li>• Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>
Skills and knowledge	<ul style="list-style-type: none"> <li>• Good literacy and numeracy skills</li> <li>• Good organisational skills</li> <li>• Ability to build effective working relationships with pupils and adults</li> <li>• Skills and expertise in understanding the needs of all pupils</li> <li>• Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>• Excellent verbal communication skills</li> <li>• Active listening skills</li> <li>• The ability to remain calm in stressful situations</li> <li>• Knowledge of guidance and requirements around safeguarding children</li> <li>• Good ICT skills, particularly using ICT to support learning</li> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> <li>• Understanding of effective teaching methods</li> <li>• Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>• Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>

Personal qualities	<ul style="list-style-type: none"> <li>• Enjoyment of working with children</li> <li>• Sensitivity and understanding, to help build good relationships with pupils</li> <li>• A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding pupil's wellbeing and equality</li> <li>• Resilient, positive, forward looking, and enthusiastic about making a difference</li> <li>• Capacity to inspire, motivate and challenge children and young people</li> </ul>
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Hours: 32.5 per week

Hours of Work:

8.30am – 3.30pm with half an hour unpaid lunch break.