



Outline Job Description

POST TITLE:	HIGHER LEVEL TEACHING ASSISTANT (HLTA)
POST REF:	
GRADE:	BAND 8, SCP 17-22

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Horton Grange Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Horton Grange Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Responsible for the management and development of a specialist area within the school and/management of other teaching assistants including allocation and monitoring of work, appraisal and training.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will work under supervision and on occasion under own initiative, working to the priorities/instructions set by the Senior Leadership Team/Headteacher, identifying any issues and reporting as appropriate.



HORTON GRANGE PRIMARY SCHOOL Outline Job Description



- To contribute to the overall ethos/work/aims of the school, working courteously and co-operatively with all colleagues.
- To participate in in-school training and other training programmes as required, and maintain personal and professional development in order to meet the changing demands of the post.

RESPONSIBILITIES:

1. To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
2. To establish productive working relationships with pupils, acting as a role model and setting high expectations.
3. To plan and develop pupils learning activities including for pupils with SEND and IEP's
4. To promote the inclusion and acceptance of all pupils within the classroom.
5. To support pupils consistently whilst recognising and responding to their individual needs.
6. To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
7. To promote independence and employ strategies to recognise and reward achievement of self-reliance.
8. To provide feedback to pupils in relation to progress and achievement.
9. To organise and manage appropriate learning environment and resources.
10. To within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
11. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
12. To provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
13. To record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
14. To work within an established Positive Relationship Policy to anticipate and manage behaviour constructively, promoting self-control and independence.
15. To supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
16. Administer and assess/mark tests and produce lesson plans and prepare resources as appropriate.
17. To deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.



HORTON GRANGE PRIMARY SCHOOL Outline Job Description



18. To deliver the National Curriculum including the EYFS framework and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
19. To use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
20. To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
21. To advise on appropriate deployment and use of specialist aid/resources/equipment.
22. To comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
23. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
24. To contribute to the overall ethos/work/aims of the school.
25. To establish constructive relationships and communicate with other agencies/professionals, in liaison with class teachers, to support achievement and progress of pupils.
26. To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
27. To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
28. To deliver out of school learning activities within guidelines established by the school.
29. To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
30. To deploy and make effective use of teaching assistants or additional support within the classroom.
31. To liaise effectively with teaching staff/teaching assistants and other stakeholders.



HORTON GRANGE PRIMARY SCHOOL

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PERSONNEL SPECIFICATION

Essential Criteria	How Identified	Desirable Criteria	How identified
<p>ATTRIBUTES</p> <p>Have high expectations of children and young people with a commitment to helping them fulfil their potential</p> <p>Demonstrate the positive values, attitudes and behaviour they expect from children and young people</p> <p>Demonstrate a commitment to collaborative and cooperative working with colleagues</p> <p>Improve their own knowledge and practice including responding to advice and feedback</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>		
<p>SKILLS</p> <p>Can use ICT effectively to support learning</p> <p>Devise clearly structured activities that interest and motivate learners and advance their learning</p> <p>Advance learning when working with whole classes without the presence of the assigned teacher</p> <p>Organise and manage learning activities in ways which keep learners safe</p> <p>Ability to organise, lead and motivate a team</p> <p>Use effective strategies to promote positive behaviour</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>	<p>Experience of contributing to maintaining and analysing records of learners' progress</p> <p>Constantly improve own practice/ knowledge through self-evaluation and learning from others</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>



HORTON GRANGE PRIMARY SCHOOL Outline Job Description



<p>Direct the work, where relevant, of other adults in supporting learning</p> <p>Monitor learners' progress in order to provide focused support and feedback and modify the approach and learning activities accordingly</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>		
<p>KNOWLEDGE & UNDERSTANDING</p> <p>Understanding of statutory frameworks relating to teaching</p> <p>Experience working with children of relevant age in a learning environment.</p> <p>Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Good understanding of child development and learning processes</p> <p>Full working knowledge of relevant polices/codes of practice/legislation</p> <p>Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application form and Selection Process</p> <p>Application form and Selection Process</p> <p>Application form and Selection Process</p>	<p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>	<p>Application form and Interview</p>
<p>QUALIFICATIONS/ TRAINING</p> <p>Meet Higher Level Teaching Assistant standards or equivalent qualification or experience</p>	<p>Application Form and Selection Process Certificates</p> <p>Application Form and Selection Process</p>	<p>Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT</p>	<p>Application Form and Selection Process</p>



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Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths	Application Form and Selection Process		
Training in relevant learning strategies e.g. literacy	Application Form and Selection Process		
OTHER CONDITIONS			