Post title:	Higher Level Teaching Assistant (HLTA)
Grade:	F (without line management)
Responsible to:	Head Teacher / Senior Management Team/ SENCO
Staff managed:	Manages a team of support roles
Directorate:	Children and Young People's Service
School name:	Longman's Hill CP School
Job family:	**E - Education/School**
Date of issue:	

Context Statement

This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

The school is committed to supporting the needs of all children so that they can fulfil their full potential. This includes supporting children with their Social, Emotional and Mental Health (SEMH) needs and wellbeing. We expect all staff and volunteers to share this commitment.

The school supports access to the curriculum for all children as part of NYC's commitment to inclusive education.

The school is inclusive to all children and will support their individual needs. In line with the school's commitment to ensure access to education for all children, the school may require staff to support children/s medical needs (loco parentis) in line with a healthcare plan. Where required, additional training will be provided as appropriate, and an additional allowance may be an entitlement whilst undertaking such duties.

All school employees are responsible for contributing to a learning environment that is innovative, engaging, happy and fulfilling for all pupils, and for ensuring all pupils' safety and welfare.

Job Purpose:	**To provide support to pupils including promoting pupils' independence, self-esteem, and social inclusion** **To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.** **To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, e.g. PPA time or covering short term absence. Activities involve planning, preparing and delivering learning lessons as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development, under the direction of the class/subject teacher.**
Supporting Learning & Development	• Cover short term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour • Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs • Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • Interact with pupils in ways that support the development of their ability to think and learn, and work independently • Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence • Support pupils in their social and emotional wellbeing, , in implementing related programmes, including those with additional SEND and wellbeing needs, physical needs and medical needs with training, encouraging and modelling positive behaviour in line with school policy. • Support pupils with special educational needs through assisting with the delivery of specific learning programmes in line with the individual education plan (IEP) targets and to IEP reviews, for example through working one to one or with a small group on phonics catch-up activities. • Support the facilitation of pupils' access to educational provision as indicated by their Education, Health and Care Plan, where appropriately delegated. • 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, for example through feeding back to the class teacher progress that the pupil has made during a learning activity. • Prepare for lessons appropriately including reading of materials shared prior to the lesson. • Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison. • Encourage and motivate pupils to promote independence and resilience and increase self-esteem.

	• Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. • Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils • Undertake allocated supervision during breaktimes as required
Communication:	• Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links. • Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils • Be clear about the level of instruction, procedures and guidance that this role works within.
Sharing information:	• Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence • Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information about pupils with teachers and other professionals as required
Safeguarding and promoting the welfare of children / young people:	• Assist pupils with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare and wellbeing of pupils that you are responsible for and come into contact with, reporting concerns as appropriate
Administration/other:	• Organise and manage an appropriate learning environment and resources • Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements • Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning • Assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls • Manage a team of support staff working across the school, including the appraisal, training and deployment of staff • Participate in the recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school • Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations • Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor

- Participate in training and appraisal

Person Specification:	
Essential	**Desirable**
Knowledge and Experience • Good understanding of child/young people's development and learning processes • Understanding of individual children and young peoples' needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • Significant experience of working with children in an educational setting	• Knowledge of Behaviour Management techniques • Knowledge of Child Protection and Health & Safety legislations and procedures • Line management /supervisory experience • Experience of delivering evidence based interventions that accelerate learning • Experience in a relevant specialism e.g. Art/Music/Sport
Occupational Skills • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers	
Behaviours • link	
Professional Qualifications • Level 2 numeracy & literacy qualification or equivalent • HLTA status or QTS ** ** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class	• Appropriate first aid training (Dependent on the school's needs - insert as appropriate) • Relevant NVQ level 4 or foundation degree
Personal Qualities • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality • Flexibility	• Creativity
Other Requirements • Enhanced DBS clearance • To be committed to the school's policies and ethos	

• To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post.	

NB – Assessment criteria for recruitment will be notified separately.

HLTA Standards

Professional Attributes

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 wellbeing of children and young people
6. Demonstrate a 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*

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 the approach 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

**Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school*