

Job description

Job title: Higher Level Teaching Assistant (HLTA): cover and whole school interventions
School: Bovington Academy
Grade: Grade G
Reports to: SENCO

Main job purpose

This is primarily a support role working across all year groups where the postholder will be responsible for running their own timetable. The postholder will work as a member of the school team, work with teachers, learning support assistants and pupils to make a major impact on teaching and learning.

Higher Level Teaching Assistants will have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. They will be committed to raising pupils' educational achievement.

The primary purpose of the Higher Level Teaching Assistant is to complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. He/she will have a significant role to play in the planning, delivery and monitoring of learning and pastoral activities under the guidance of the SENCO.

He/she will be deployed as one of the strategies chosen to release teachers for guaranteed planning, preparation and assessment (PPA) time. They will carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

Main responsibilities and duties

To undertake the following, subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school:

1. Delivering lessons to pupils. This includes lessons delivered via distance learning or computer aided techniques:
 - Communicate effectively and sensitively with pupils to support their learning.
 - Promote and support the inclusion of all pupils in the learning activities in which they are involved.
 - Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
 - Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
 - Where relevant, guide the work of other adults supporting teaching and learning in the classroom.
 - Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
 - Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.
2. Assessing and recording the development, progress and attainment of pupils:
 - Evaluate pupils' learning as well as support their needs and progress through a range of assessment activities.
 - Monitor pupils' responses to learning tasks and modify their teaching approach accordingly.
 - Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
3. Reporting on the development, progress and attainment of pupils:
 - Contribute to maintaining and analysing records of pupils' progress
 - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Job description

He/She may also be asked to contribute effectively to teacher's planning and preparations of lessons in a Learning Support Assistant capacity.

In addition, the post holder will work, under guidance, to: provide short term support in addressing the needs of a case load of pupils. This may be physical, pastoral, academic, sensory or socially. This support is likely to include working individually with pupils and/or working with pupils in small groups. This would include:

1. Support for pupils
 - Work with selected pupils in or out of the classroom situation. This could include pupils excluded from or otherwise not working to a normal timetable
 - Develop 1:1 mentoring arrangements with pupils which enable the pupil to agree plans and targets to move forwards
 - Provide information and advice to enable pupils to make choices about their own learning/ behaviour/ attendance
 - Provide support to pupils to enhance their emotional health and well-being (EHWB)
 - Assist in organising and running small group interventions
 - Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
 - Challenge and motivate pupils
 - Promote and reinforce self-esteem
 - Act as a positive role model
 - Liaise with parents/carers as appropriate
 - Network with other learning support assistants, HLTAs, teachers and professionals
2. Support for the teachers
 - Support pupils' access to learning using appropriate strategies, resources etc
 - Provide feedback on pupil's progress as required
 - Maintain records as agreed with other staff, contributing to reviews as requested
 - Assist in the implementation of strategies to promote positive behaviour and attitudes
3. Support for the curriculum
 - Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
 - Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
4. Support for the school
 - Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equal opportunities and data protection, reporting all concerns to an appropriate person
 - Contribute to the overall ethos/work/aims of the school
 - Attend and participate in relevant meetings as required
 - Participate in training and other learning activities and performance development as required
 - Recognise own strengths and areas of expertise and use these to advise and support others
 - Supervise pupils on visits, trips and out of school activities as required
 - Clerical/admin support e.g., dealing with correspondence, making phone calls etc
 - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

Essential:

1. Higher Level Teaching Assistants must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning.
2. They must have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework

Job description

3. They must have sufficient understanding to support pupils' learning and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
4. They must be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved
5. They will understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
6. They will know how to use ICT to advance pupils' learning and use common ICT tools for their own and pupils' benefit.
7. They will know the key factors that can affect the way pupils learn and promote the inclusion and acceptance of all pupils within the classroom.
8. They are aware of the statutory frameworks relevant to their role.
9. They know the legal definition of Special Educational Needs (SEN), and are familiar with the guidance about meeting special educational needs given in the SEN Code of Practice.
10. They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.
11. Developing knowledge of Local Authority, local and national organisations which can provide services and activities to support pupils and broaden and enrich their learning

Additional:

1. The postholder must have been assessed by an accredited Assessor as having met the HLTA standards
2. Recent successful experience as a Higher Level Teaching Assistant or similar position within an educational environment across all year groups
3. Qualification's equivalent to NVQ Level 3 for Teaching Assistants
4. Successful completion of NVQ level 3 for Teaching Assistants/or equivalent specialist qualification /or minimum 40 credits towards Certificate of Higher Education or foundation degree
5. Willingness to undertake further relevant study or training

Supervision & management

To carry out duties subject to the direction and supervision of a nominated teacher in accordance with arrangements made by the headteacher of the school

To supervise and manage pupils and their learning within the context of the learning environment, in accordance with an agreed remit from the class or subject teacher.

To supervise the work of Teaching Assistants within the learning environment, unless a qualified teacher is present.

Problem solving and creativity

The postholder must act consistently within school policy and procedures to ensure that pupils are treated fairly and with equality. Lack of such consistency would have significant repercussions for other colleagues and for whole school ethos

The postholder will need to use a variety of interpersonal skills and strategies to establish supportive and positive relationships with colleagues, pupils, parents and carers.

Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.

Flexibility in carrying out duties will be required

Key contacts & relationships

Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.

Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.

Job description

Encourage pupils to interact and work co-operatively with others

Work collaboratively with colleagues and carry out their roles effectively: know when to seek help and advice.

Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.

Aim to improve their own practice, including through observation, evaluation and discussion with colleagues.

Decision making

There will often (regularly) be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of pupils. Such decisions must be taken in accordance with school policies but the postholder will often need to act on his or her initiative.

He/she will take responsibility for the maintenance of working standards and behaviour in the learning environment when working in charge of a group or class of students

Resources

Books, stationery, writing equipment

ICT equipment

Working environment

Work within the established policies of the school

Includes work with individual pupils as well as groups and whole classes

Normal school environment which will involve standing for extended periods and also frequent bending

Frequent use of ICT equipment

Lifting of books and equipment

The postholder will be required to work throughout the site on more than one floor.

Occasional disruption to planned tasks and order of tasks by pupils and colleagues

Occasional requirement to work outside the normal school environment e.g., visits

Within a Special School environment staff may be required to deal with extremes of behaviour and /or a range of needs which may be physically and /or emotionally demanding.