

THE WOODROFFE SCHOOL JOB DESCRIPTION

Job title:	High Level Teaching Assistant (HLTA)	Job Ref:	XS 10.8
Postholder's Name:		Grade:	9
Reports to:	Assistant Headteacher, SENDCO and LA Specialist Services		

Main job purpose

This is primarily a classroom-based role. Postholders will work as members of school teams, working with teachers, teaching 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 activities.

He/she may be deployed as one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time. They may 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. Planning and preparing lessons and courses for pupils

- To contribute effectively to teachers' planning and preparation of lessons.
- Work within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

2. Delivering lessons to pupils. This includes lessons delivered via distance learning or computer aided techniques:

- Using clearly structured teaching and challenging learning activities, they interest and motivate pupils, and advance their independence as learners.
- 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.
- 3. Assessing and recording the development, progress and attainment of pupils:**
- Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities.
 - Monitor pupils' responses to learning tasks and modify their approach accordingly.
 - Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- 4. 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.

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. This knowledge and understanding will relate to a specialist area, which could be subject based or linked to a specific role (e.g. in support of an age phase or pupils with particular needs).
3. They must have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework
4. They must have sufficient understanding of their specialist area 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.
5. 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
6. 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.

7. They will know how to use ICT to advance pupils' learning and use common ICT tools for their own and pupils' benefit.
8. 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.
9. They are aware of the statutory frameworks relevant to their role.
10. 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.
11. They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Additional:

1. The postholder should have been assessed by an accredited Assessor as having met the HLTA standards
2. Recent successful experience as a Teaching Assistant or similar position within an educational environment
3. Qualifications 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
6. Understanding of autism theory and how this applied to educational settings
7. Understanding of speech and language development including Total Communication and PEIC-D
8. Understanding of therapeutic approaches and relational practice
9. Understanding and experience of The Engagement Model, P-Levels, EYFS and NC
10. To undertake other reasonable duties as may reasonably be required from time to time.

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 within 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.

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 and AVA
equipment

Working environment

Work within the established policies of the school.

Size, phase and type of school will vary.

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 and AVA equipment.

Lifting of books and equipment.

Some school sites are extensive where postholders may be required to work throughout the site on more than one floor.

Within a Special School environment staff may be required to deal with a range of needs which may be physically demanding.

School environment with a variety of learning environments including classrooms and specialist areas Occasional disruption to planned tasks and order of tasks by pupils and colleagues.

Occasional requirement to work outside the normal school environment eg 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.