



JOB DESCRIPTION & PERSON SPECIFICATION

HLTA (4b)

Grade 6, SCP 23 – 27 £26999 - £30507 per annum (this will be pro rata'd)

Term-time only plus 1 week

Purpose of 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 short term 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/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Key tasks

Key Tasks and General Duties

1. To manage the timetables of all teaching assistants on a day to day basis.
2. To hold regular team meetings with all teaching assistants
3. To constantly improve the way teaching assistants work as a team with teachers
4. To work alongside the SENCO to ensure appropriate deployment, management and training of teaching assistants.
5. To liaise with parents and support the families of pupils who require additional support.
6. To further embed the inclusion development plan with all teaching assistants.
7. To coordinate the development of research and materials that will give students at level 2 and below access to the curriculum.
8. To coordinate the training/materials necessary to give curriculum access to level 2 or below.
9. To manage the push on differentiation alongside the SENCO.
10. To plan, prepare and deliver learning activities for individuals/groups.
11. To coordinate the testing process for access arrangements – additional training will be provided if necessary.
12. To monitor, mark, assess, record and report on pupils' achievement, progress and development.
13. To take part in the recruitment, induction performance management, training and mentoring of teaching assistants.
14. Actively promote and comply with safeguarding and child protection legislation in all areas of responsibility.
15. Support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.

Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
3. Assess the needs of pupils and use specialist skills and detailed knowledge to support pupils' learning.
4. Ensure pupils' safety, welfare and personal hygiene. (Basic First aid to be included where appropriate)
5. Develop and implement IEPs & Individual Learning Plans
6. Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
7. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.



Support for Teachers

1. Within an established discipline policy anticipate and manage behaviour constructively, promoting self-control and independence.
2. Support the role of parents in pupil learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
3. Within an agreed system of supervision, plan challenging teaching and learning objectives. Produce, evaluate and adjust lesson plans and worksheets as appropriate.
4. Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to individual pupil learning styles and needs. This will involve both individual, group and whole class work and may take place when the teacher is not present.
5. Deliver local and national learning strategies eg literacy, numeracy, KS3, early years (define those you require) effectively utilising all alternative opportunities to support extended development of pupils' skills.
6. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
7. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
8. Undertake routine marking of pupils' work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation
9. Systematically record pupils' progress and achievement in lessons, and other activities, providing evidence of range and level of progress and achievement
10. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
11. Organise and manage an appropriate learning environment and resources.
12. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds
13. Advise on appropriate deployment and use of specialist aid, resources and equipment
14. Administer and assess / mark tests and invigilate tests / examinations as required
15. Assist with the display of children's work as required.
16. Provide clerical support for teachers e.g. photocopying, filing, record keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities.

Support for the School

1. Comply with and assist with the development of policies and procedures relating to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Contribute to the overall work and ethos of the school
3. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.
4. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
5. Attend and participate in meetings as required.
6. Improve one's own practice through training, observation, evaluation and discussion with colleagues.
7. Recognise one's own strengths and areas of expertise and use these to lead, support and develop others
8. Organise and deliver out-of-school learning activities within guidelines established by the school / LEA
9. Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend the school activities.
10. Provide cover for classes during short term absence of teachers within the agreed system of supervision

Standard Duties

1. Uphold and promote the values and ethos of the school / Trust.
2. Implement and uphold the policies, procedures and codes of practice of the school / Trust. maintaining high standards in personal attendance and punctuality.
3. Understand and promote the importance of inclusion and equality and diversity for all.



4. Proactively manage workload to ensure service standards are met, checking personal accuracy and seeking guidance where necessary from senior colleagues.
5. Participate and engage with training and development opportunities, working to continually improve own performance and that of the team / school / Trust.
6. Attend and participate in relevant meetings as appropriate.
7. Undertake any other additional duties commensurate with the grade of the post.

Contacts:

Teaching and other staff in the school, pupils, parents/relatives/carers, peripatetic services, Educational Psychologists and other education or health care professionals, governors, external suppliers.

Responsible to:

Assistant Headteacher: Pupil Engagement and Well-Being

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.

HLTA (4b) Person Specification		Essential/ Desirable	Application Interview Test
Qualifications			
Literacy and Numeracy skills equivalent to GCSE Grade C or equivalent	E	A	
Willingness to obtain basic first aid certificate	E	A/I	
Access arrangements Qualification: Access Arrangements Course (AAC) and Certificate of Competence in Educational Testing (CCET) or CCET with Access Arrangements Course (CPT3A).	D	A/I	
Communication			
Ability to communicate with people at all levels	E	A/I	
Ability to receive clear instructions both written and oral	E	A/I	
Experience in handling sensitive, emotional and difficult situations with parents, colleagues, customers and suppliers.	E	A/I	
Planning & Organisation			
Experience of working on own initiative, without supervision	E	A/I	
Ability to plan and organise workload, making full use of available technology.	E	A/I	
Skills and Abilities			
Understanding and experience of using IT applications e.g. Microsoft office	E	A/I/T	
Ability to utilise software applications in planning, analysing and manipulating data.	E	A/I/T	
Experience of Organisational Information Systems – input and analysis	D	A/I/T	
Experience of secretarial / office administration	D	A/I/T	



Forward Thinking		
Ability to evaluate, assess and formulate improvements to current working practices	E	A/I
Experience		
Experience of working under pressure and responding quickly to changing demands	E	A/I
Experience and ability to work with confidential information where discretion is paramount	E	A/I
Ability to embrace change within a dynamic working environment	E	A/I
Occasional out of hours working to support school functions	E	A/I
Personal		
Commitment to equal opportunities	E	A/I
Desire to constantly improve own practice/knowledge through self-evaluation, training and development	E	A/I
Positive, open, and friendly attitude to service improvement and delivery	E	A/I
Displays commitment to the protection and safeguarding of children and young people.	E	A/I
Knowledge		
Understanding why safeguarding is important when working with children and young people	E	A/I
Understanding of equal opportunities and inclusion and how it applies in a school setting	E	A/I

N.B. Any candidate with a disability who meets the essential criteria will be guaranteed an interview