



JOB DESCRIPTION

Higher Level Teaching Assistant (HLTA)

Responsible To: Executive Headteacher or Head of School

Responsible for: Supporting the class teacher in the delivery of the curriculum and /or teaching specialised area to groups/classes of pupils

MAIN PURPOSE OF JOB

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

LEVEL DESCRIPTION

HLTAs, unlike other Teaching Assistants within the job family, are expected to carry out 'specified work' from the Education (Specified Work and Registration) (England) Regulations 2003.

In order to work as a HLTA, the post holder must have the ability to work with the whole class and will be all measured against a national framework of standards for HLTAs. The post holder will be expected to have considerable expertise/specialism.

Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and contribute to planning over the short and medium term.

The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

INTRODUCTION

The level description gives an overview of the level of competence required to carry out work at this level.

The post holder will report to either the Executive Headteacher or Deputy Head but will be under the immediate supervision of a phase leader or classroom teacher.

The types of work that may be carried out at this level are detailed below. This list is not exhaustive and is intended to give a flavour of the duties expected within this role.

EXAMPLES OF DUTIES AT THIS LEVEL

Support for pupils and the teacher

- Works in partnership with teachers, within an agreed system of supervision, to deliver learning activities to whole classes in the absence of the teacher, during the teacher's PPA time.
- Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required. Supervises the work of colleagues on a daily basis to allocate and monitor workload.
- Uses own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum, as agreed with the teacher under an agreed system of supervision.
- Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs.
- Selects and prepares appropriate resources to lead learning activities.
- Monitors, evaluates, records and provides reports on pupils' responses and progress within agreed strategies.

General support for pupils

- Undertake a range of more specialised tasks to support learning e.g. supporting English and Maths work, listening to reading etc.
- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs.
- Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn.
- Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances.
- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
- Undertake first aid

Support for the teacher

- Maintain and collate pupil records
- Assist teaching staff to ensure that the aims and objectives of the school are achieved
- Communicates effectively with teachers and parents whenever the need arises
- Participates in the design of classroom and school displays.

Support for the curriculum

- On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher
- Undertake tasks to support the curriculum and assist with events organised as part of the curriculum e.g. organise and schedule pupils' annual review meetings
- Support implementation of Government initiatives under the direction of the teacher

Support for the school

- Follows all school policies and procedures, in particular: School's Health, Safety and Security Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy
- Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities
- Makes appropriate use of IT and adhere to policies relating to it, within their work in line with the school's systems of working
- Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility; including taking the initiative to establish links where necessary.
- To provide cover for classes in the absence of the class teacher which at times may be short notice (sickness) and to lead PPA cover within classes on a weekly structured basis
- Contributes to the overall ethos, work and aims of the school

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.