

Freeman Community Primary School

HIGHER LEVEL TEACHING ASSISTANT

GRADE: Grade 4

LEVEL DESCRIPTION

- Higher Level Teaching Assistants, 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, all post holders must hold qualified HLTA status, measured against a national framework of standards and have the ability to work with the whole class.
- 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.
- Each school is organised differently, and the range of duties carried out at this level will be different in each school. Some jobs may carry out a diverse range of duties whilst others may be engaged on a narrower range of tasks.
- Whilst line management arrangements will vary from school to school, it is likely that the post holder will report to one of the following: Head Teacher, Deputy, Head of Year or SENCO, but under the immediate supervision of a classroom teacher.
- The next section of this benchmark job description will give examples of the types of work that may be carried out at this level. This list is not exhaustive and is intended to give a flavour to help schools to assimilate jobs to the appropriate level.

DUTIES AT THIS LEVEL

Support for pupils and the teacher

As detailed in The Education (Specified Work and Registration) (England) Regulations 2003 (see Time for Standards -DfES), carry out 'specified work', subject to a number of conditions, as set out in paragraph 10 of Schedule 2 of the Regulations, (see page 9 of Time for Standards) in order to release a teacher with whom you work regularly and where you are familiar with the work of the class:

- planning and preparing lessons for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils;
- reporting on the development, progress and attainment of pupils.

'Pupils' includes work with individual pupils as well as groups and whole class.

General support for pupils

- Undertake a range of more specialised tasks to support learning e.g. supporting literacy and numeracy work, listening to reading etc.
- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs
- As appropriate, look after sick/upset pupils and attend to physical needs
- Undertake first aid

Support for the teacher

- Maintain and collate records of pupil needs and progress
- Assist teaching staff to ensure that the aims and objectives of the school are achieved

Support for the curriculum

- 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

- Attend and contribute to SEN and other review meetings if required by the Head Teacher and where appropriate, disseminate information to other Teaching Assistants

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.

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Knowledge:		
Technical or specialist	HLTA status (some elements of which are used throughout this benchmark JDQ) Understanding of their specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved. Knowledge of 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. Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme. Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits Knowledge of the key factors that can affect the way pupils learn. Awareness of the statutory frameworks relevant to their role. Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice. Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.	Experience of planning, preparing and delivering lessons, in accordance with Education (Specified Work and Registration) (England) Regulations 2003

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	Knowledge and use of a range of equipment	Awareness of health and safety procedures
	Basic knowledge of first aid	Experience of one to one support, where appropriate
	Recognised competence in literacy and/or numeracy	NVQ3, or equivalent in related area
	Experience of contributing to lesson planning, in conjunction with the teacher	
Literacy and numeracy	Ability to support teachers in evaluating pupils' progress through a range of assessment activities. Contribute to maintaining and analysing records of pupils' progress. Ability to read and understand school policies and procedures relevant to area of work Ability to complete reports such as incident report form, behaviour diary, progress report etc	
School environment	Knowledge of school policies and procedures	Awareness and understanding of relevant government initiatives Good knowledge and understanding of the school's structure

Mental Skills:

Research	Assist teacher with information gathering and resources as appropriate
Problem solving	Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person
Thinking creatively / Developing new ideas	Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short and medium term planning.

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures. When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability Assist teacher in creating a positive learning environment Creative ways of learning/making learning interesting	

Interpersonal & Communications Skills:

Caring skills	Sensitivity to pupils' needs Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved. Ability to 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. Ability to 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. Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.	Providing information, advice and guidance to other Teaching Assistants and possibly supply teachers, or parent helpers or teaching students etc
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Criteria	Essential to basic performance of job	Required for fully competent performance of job
Verbal and written communications skills (including use of languages)	Encouraging pupils to participate in or complete tasks	
	Ability to conciliate between pupil in playground or classroom disputes	
	Providing advice and guidance to Teaching Assistants on procedures and policies	
	Effective communication skills and sensitivity with pupils to support their learning	
	Ability to use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.	
	Ability to communicate effectively and sensitively with pupils to support their learning.	
	Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher.	
	Ability to encourage participation and give feedback to pupils.	
	Ability to maintain appropriate level of confidentiality.	
	Administering reading and spelling tests, under the direction of the teacher.	
	Attending and contributing to review and other meetings, as appropriate.	

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Training and/or presentation skills	Develop and deliver induction and In Service Training for new Teaching Assistants	

Physical skills:

Keyboard skills / use of mouse	Ability to use ICT to advance pupils' learning and ability to use common ICT tools for own and pupils' benefit.
Other manual skills	Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons. Help pupils to use tools and equipment as required to support learning.

Other attributes:

Level of autonomy	Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work. Able to work with small groups of pupils when carrying out specific tasks or on field trips etc Able to supervise larger numbers of pupils when on duty break/lunchtime. Able to make decisions on when to refer queries/problems to teaching staff or line manager.
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