

# Job Description and Person Specification



part of



Ambition - Collaboration - Responsibility

Job details			
Job title	Higher Level Teaching Assistant		
School	Coldfair green primary school		
Location	Knodishall		
Hours per week	32.5	Weeks per annum	39 (Term time plus 1)
Grade	E10		
Responsible to	The Headteacher		
Responsible for	N/A		
Effective date	ASAP	Job Family	Support staff

## Purpose of the Role

As a Higher-Level Teaching Assistant (HLTA), you will play a vital role in supporting both students and teachers to create an inclusive and engaging learning environment. Working closely with class teachers, you will help to enhance pupils' learning experiences, ensuring they are supported in reaching their full potential.

Through tailored assistance for individuals and small groups, you will encourage independence, boost self-confidence, and promote social inclusion, enabling all students to access the curriculum and achieve success.

The ideal candidate will be a take an active part in leading learning sessions, supporting behaviour management in line with school policies, and stepping in to cover class teaching when needed under supervision. You will observe pupil progress, providing feedback to teachers, and contribute to the assessment and planning process by monitoring and recording achievements.

In this role you will demonstrate professionalism and integrity and contribute to the school's ongoing drive for excellence. With a strong commitment to safeguarding, you will work in accordance with statutory guidance and school policies to ensure the safety and wellbeing of all pupils.

## Job Description – Main Duties and Responsibilities

***Please note that these are the overall responsibilities and accountabilities but the implementation of some of these tasks will be taken by more junior roles in larger schools.***

### Teaching and learning

- To cover and lead class teaching (under supervision) as and when appropriate. This will include some timetabled cover and on-the-day cover to support during periods of staff absence.
- Direct the work, where relevant, of other adults in supporting learning.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND).

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- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

## Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

## Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

## Safeguarding and Health and safety

- Evolution Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Therefore, we will conduct pre-employment checks, including a social media search. This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations, and a successful applicant would be required to complete a declaration form to establish whether they are disqualified under these regulations. An enhanced DBS check will be required.
- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our Trust's child protection policy
- Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion
- Look after children who are upset or have had accidents in a safe and appropriate way

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- Adhere to all health & safety regulations and requirements, taking necessary action to ensure a safe working and learning environments for all children, colleagues and visitors

## Professional development

- Keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.
- Follow all Trust and School policies, including the staff code of conduct

## Person Specification

### Essential

### Desirable

#### Qualifications

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| <ul style="list-style-type: none"> <li>• GCSE or equivalent level, including at least a Grade 4 (previously Grade C) or Functional Skills Level 2 in English and maths.</li> <li>• First-aid training, or willingness to complete it.</li> </ul> | <ul style="list-style-type: none"> <li>• Level 3 Teaching Assistant Qualification</li> <li>• HLTA status</li> </ul> |
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#### Experience

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| <ul style="list-style-type: none"> <li>• Experience working with children / young people.</li> <li>• Experience planning and delivering learning activities.</li> <li>• Experience of planning and leading teaching and learning activities (under supervision).</li> </ul> | <ul style="list-style-type: none"> <li>• Supporting Pupils with SEND</li> <li>• Experience of (EYFS/KS1, KS2 OR KS3/KS4)</li> </ul> |
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#### Skills/knowledge

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| <ul style="list-style-type: none"> <li>• Knowledge of how to help adapt and deliver support to meet individual needs.</li> <li>• Excellent ICT/keyboard skills.</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>• The ability to remain calm in stressful situations.</li> <li>• Knowledge of guidance and requirements around safeguarding children.</li> <li>• Good ICT skills, particularly using ICT to support learning.</li> <li>• Understanding of effective teaching methods.</li> <li>• Knowledge of how to successfully lead learning activities for a group or class of children.</li> </ul> | <ul style="list-style-type: none"> <li>• Familiarity with inclusive education practices.</li> <li>• Knowledge of Child Development and Learning strategies</li> </ul> |
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<ul style="list-style-type: none"> <li>Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.</li> <li>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice.</li> </ul>	
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>Sensitivity and understanding, to help build good relationships with pupils.</li> <li>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.</li> <li>Commitment to maintaining confidentiality at all times.</li> <li>Commitment to safeguarding pupil's wellbeing and equality.</li> <li>Resilient, positive, forward looking and enthusiastic about making a difference.</li> <li>Capacity to inspire, motivate and challenge children and young people.</li> </ul>	

<b>General information</b>
<ul style="list-style-type: none"> <li>This job description details the main outcomes required and will only be updated to reflect <b>major changes</b> that impact on the outcomes of the job. It may be amended at any time in consultation with the postholder</li> <li>Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.</li> <li>All work performed/duties undertaken must be carried out in accordance with relevant, Trust and Local Authority policies and procedures, within legislation, and with regard to the needs of our stakeholders and the diverse community we serve.</li> <li>Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management. This Job Description is not an exhaustive list.</li> </ul>

<b>Signed: Job Holder</b>		<b>Signed Manager:</b>	
<b>Print Name:</b>		<b>Print Name:</b>	
<b>Date:</b>		<b>Date:</b>	