

SUPPORT STAFF JOB DESCRIPTION

|  |  |
| --- | --- |
| **ROLE TITLE** | Higher Level Teaching Assistant (HLTA) |
| **GRADE / SCALE POINT –****SALARY** | Suffolk Support Staff Pay Scales Grade 4 Point 9 - 11 |
| **REPORTING TO** | Headteacher |

**JOB PURPOSE**

Under the direction of the teacher, who plans lessons and directs learning, the purpose of the Higher Level Teaching Assistant is to:

* Support the learning and development of pupils, both in group situations and individually, in order to have a positive impact on their attainment and progress;
* Promote pupil independence and positive behaviours for learning through a ‘least help first’ approach;
* Provide support for the teacher and, through this, to pupils and to the teaching of the curriculum;
* Support pupils to develop their social skills and understanding, and to promote pupil wellbeing

**Support for Pupils**

Under the teacher’s direction:

* Undertake a range of specialised tasks to support learning, e.g. planning, leading and assessing intervention groups;
* Apply good subject knowledge in order to support pupils to overcome barriers to learning and therefore make good progress;
* Establish a good knowledge of pupils’ backgrounds and abilities, in order to adapt learning to meet the needs of individual pupils and thereby maximise the impact of the support provided;
* Utilise the scaffolding framework in order to ensure that high levels of independence are maintained; Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities;
* Work with individual pupils, small groups, or the whole class, some of whom may have special educational needs and/or disabilities, English as an additional language etc.;
* Mark and provide feedback on pupils’ work, as appropriate, maintaining records e.g. ISPs, Intervention records.
* Use effective questioning to promote good learning;
* Use effective behaviour management strategies consistently in line with the school’s policy and procedures;
* As appropriate, look after sick/upset pupils and attend to physical needs;
* Support learning and development by accompanying and working with pupils outside the classroom on trips, visits and other activities.

**Support for Teachers**

* Maintain good communication with the class teachers, to ensure clear understanding of tasks and responsibilities and how these will be operated in practice to promote the best outcomes for pupils;
* Provide support for the teacher during lessons, e.g. through directed work across all curriculum areas, or supervising small groups of pupils whilst the teacher is carrying out other activities;
* Deliver agreed support or intervention programmes with a high level of autonomy, under the direction of the teacher, SENDCo and/or Senior Leadership Team;
* Complete administrative and organisational tasks (e.g. preparing lesson resources) which enable the teacher to focus on learning and teaching, and therefore have a positive impact on attainment and progress;
* Assist the class teacher to maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources (e.g. preparation of displays);
* Support and assist teaching staff in maintaining a purposeful, orderly and supportive environment for learning in the classroom and around the school, by actively engaging with pupils to positively promote and enforce the school’s Behaviour Policy;
* Liaise with appropriate agencies bout specific pupils, as required by the teacher e.g. SALT;
* Teach whole class sessions to provide PPA/short term absence cover as appropriate, as directed by line manager;
* Observe pupil learning and support this learning in the light of observations;
* Provide good quality verbal and written feedback to the teacher on the performance of pupils supported, including barriers to learning and next steps which will inform the teacher’s planning;
* Act on the teacher’s assessments to carry out further support work with pupil;
* Maintain records of pupil needs and progress e.g. ISP/Tapestry;
* Assist teaching staff to ensure that the aims and objectives of the school are achieved, including (but not limited to) targets identified in the School Development & Improvement Plan.
* Supervise pupils on the playground and elsewhere on the school site and premises as required as part of the school’s agreed duty rota.

**Team Working**

* Attend and participate in team meetings, as required;
* Demonstrate tasks to new colleagues;
* Attend half termly supervision;
* Liaise, advise and consult with other members of the staff team, supporting children when asked to do so;
* Attend informal discussions, providing quality feedback to the teacher;
* Undertake tasks to support the curriculum and assist with events organised as part of the curriculum;
* Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them;
* With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with;
* Attend and contribute to SEND and appropriate review meetings, if required by the class teacher, SENDCo and/or Senior Leadership Team and, where appropriate, disseminate information to other teaching assistants;
* Support implementation of whole school improvements under the direction of the Senior Leadership Team.;
* Support implementation of Government initiatives under the direction of line manager.

**Continuing Professional Development**

* Keep up-to-date with school policies and procedures;
* Attend relevant in-service training which is required by the role;
* Take opportunities to acquire the appropriate skills, qualifications, and/or experience required for the role, with support from the school/employer;

**Health, Safety and Wellbeing**

* Follow Health and Safety procedures at all times, particularly with regard to pupil safety and that of staff colleagues;
* Refer pupils to a school first aider or the Headteacher, ensuring that the class teacher is aware;
* Be aware of and maintain full understanding of procedures to follow in the event of an emergency;
* Keep up-to-date with and follow safeguarding procedures.

**SAFEGUARDING**

Forest Academy is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the school’s safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

# General

#

# Actively contribute to and promote the overall ethos and values of the School.

# Participate in training and other learning activities and performance development as required.

# Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school.

# Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the school’s business at all times.

# Act as an ambassador for the School within the local community and beyond, ensuring that the ethos and values of the school are promoted and upheld at all times.

# Undertake any other reasonable tasks and responsibilities as requested by your manager or a member of the Senior Leadership Team which fall within the scope of the post.



PERSON SPECIFICATION

|  |  |  |
| --- | --- | --- |
| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **KNOWLEDGE** |
| **Technical or Specialist** | * HLTA status
* Understanding of the 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 working with/supervising pupils including knowledge of behavioural and learning difficulties
* Knowledge and use of a range of equipment
* Basic knowledge of first aid
* Recognised competence in literacy and/or numeracy
* Experience of contributing to lesson planning, in conjunction with the teacher
 | * Experience of planning, preparing and delivering lessons
* Broad awareness and understanding of medical conditions such as asthma, epilepsy etc
* Awareness of health and safety procedures
* Experience of one to one support, where appropriate
* NVQ3, or equivalent in related area
 |



|  |  |  |
| --- | --- | --- |
| **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
 |  |
| **Organisational** | * Knowledge of school policies and procedures
 | * Awareness and understanding of relevant government initiatives
* Good knowledge and understanding of the school's structure
 |
| **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
 |  |
| **Creative Thinking** | * Ability to contribute effectively to teachers’ planning and preparation of lessons. This includes both short and medium term planning
* Assist teacher in creating a positive learning environment
* Creative ways of learning/making learning interesting
 |  |
| **Planning** | * Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils an colleagues on pupil’s learning and behaviour
* 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
 |  |
| **Interpersonal and Communication** | * 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* 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 support teachers in evaluating pupils’ progress through a range of assessment activities
* Monitoring 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
* Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning
* 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
* Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility
* Advising and guiding pupils on the best way to handle situations, under the teacher’s direction
* Encouraging pupils to participate in or complete tasks
* Providing advice and guidance to Teaching Assistants on procedures and policies
* Ability to conciliate between pupils in relationship / friendship disputes
 |  |
| **Keyboard** | * Ability to use ICT to advance pupils’ learning and ability to use ICT tools for own benefit
 |  |
| **Manual Skills** | * Use of 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 |  |



|  |  |  |
| --- | --- | --- |
| **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
 |  |