



## JOB DESCRIPTION

<b>Title of Post:</b>	Higher-Level Learning Support Assistant
<b>Scale / Point:</b>	Scale 4, Point 6-7
<b>Responsible to:</b>	Class Teacher, Headteacher

<b>Job Purpose:</b>	<p>The primary focus will be to <b>work under the professional direction of a teacher and within an agreed system of supervision in delivering lessons set with teachers.</b></p> <p>To work with teachers as part of a professional team to support learning activities for classes.</p> <p>HLTAs will be expected to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.</p> <p>Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs.</p> <p>Use detailed knowledge and specialist skills to support and progress pupils' learning.</p> <p>Assist the teacher to plan challenging teaching and learning objectives.</p>
<b>Duties:</b> <b>Delivery &amp; Adaptation of Lessons</b>  <b>Support For The Class Teacher</b>  <b>Support For Pupils</b>  <b>Support For The Curriculum</b>	<ul style="list-style-type: none"> <li>• Effective delivery of planned learning (degree of planning required to be agreed)</li> <li>• Effective management of behaviour, in line with the school's policy and practice, to enable effective learning</li> <li>• Maintain high standards of recording in pupil books – promoting good presentation for pupils, and applying the school's policy with regard to quality of marking and feedback.</li> </ul> <ul style="list-style-type: none"> <li>• Organise and manage the learning environment</li> <li>• Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives</li> <li>• Provide objective and accurate feedback and reports to teachers</li> <li>• Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment</li> </ul> <ul style="list-style-type: none"> <li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations</li> <li>• Promote the inclusion and acceptance of all pupils within the classroom</li> <li>• Support pupils consistently whilst recognising and responding to their individual needs</li> <li>• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities</li> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance</li> <li>• Provide feedback to pupils in relation to progress and achievement</li> </ul> <ul style="list-style-type: none"> <li>• Use ICT effectively to support learning activities and develop pupils' competence and independence in its use</li> <li>• Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds</li> </ul>



<b>General:</b>	<ul style="list-style-type: none"><li>• Participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with their line manager</li><li>• Comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li><li>• Comply with Data Protection Act 2018 and GDPR requirements in all working practices maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment</li><li>• Ensure that all duties and services provided are in accordance with the Trust's Equality &amp; Diversity Policy</li><li>• Bridge Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All Staff are expected to confirm they have read and understood KCSIE part one, annually each September.</li></ul>
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The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

This job description will be reviewed periodically and may be subject to amendment or modification at any time after consultation with the postholder.

### PERSON SPECIFICATION - HLTA

Detail	Examples
Specific qualifications & experience	<ul style="list-style-type: none"> <li>GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths (E)</li> <li>First-aid training, or willingness to complete it (E)</li> <li>Higher Level Teaching Assistant Qualification (D)</li> <li>Demonstrate that you meet the <u>33 HLTA professional standards (E)</u></li> <li>Experience working in a school environment or other educational setting (E)</li> <li>Experience working with children/young people (E)</li> <li>Experience planning and delivering learning activities (E)</li> <li>Experience of planning and leading teaching and learning activities (D)</li> </ul>
Skills & Knowledge	<ul style="list-style-type: none"> <li>Good organisational skills (E)</li> <li>Ability to build effective working relationships with pupils and adults (E)</li> <li>Skills and expertise in understanding the needs of all pupils (E)</li> <li>Knowledge of how to help adapt and deliver support to meet individual needs (E)</li> <li>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils (D)</li> <li>Excellent verbal communication skills (E)</li> <li>Active listening skills (E)</li> <li>The ability to remain calm in stressful situations (E)</li> <li>Knowledge of guidance and requirements around safeguarding children, or willingness to complete (E)</li> <li>Good ICT skills, particularly using ICT to support learning (E)</li> <li>Understanding of roles and responsibilities within the classroom and whole school context (D)</li> <li>Understanding of effective teaching methods (D)</li> <li>Knowledge of how to successfully lead learning activities for a group or class of children (D)</li> <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 (D)</li> <li>Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice (D)</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>Enjoyment of working with children (E)</li> <li>Sensitivity and understanding, to help build good relationships with pupils (E)</li> <li>A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school (E)</li> <li>Commitment to maintaining confidentiality at all times (E)</li> <li>Commitment to safeguarding pupil's wellbeing and equality (E)</li> <li>Resilient, positive, forward looking and enthusiastic about making a difference (E)</li> <li>Capacity to inspire, motivate and challenge children and young people (E)</li> <li>Compliance to confidentiality, Data Protection Act 2018 and GDPR principles/requirements</li> </ul>
CPD	<ul style="list-style-type: none"> <li>Commitment to own continuous personal and professional development</li> </ul>