



## Chipping Ongar Primary School

### Job Description: HLTA 2020

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| <b>Job Title</b>                  | <b>Higher Level Teaching Assistant (HLTA)</b>  |
| <b>Grade</b>                      | NPS Band 3 point 6-17  |
| <b>Reports to</b>                 | Headteacher and Deputy Headteacher   |
| <b>Liaison with</b>               | Teaching staff, support staff, pupils.   |
| <b>Job Purpose</b>                | <ul style="list-style-type: none"> <li>To supervise whole classes during the short-term absence of teachers. HLTA's will give instructions for the lesson as provided by a teacher and the primary focus of the role will be to maintain good order and to keep students on task and safe.</li> <li>HLTA's will respond to general questions and provide general feedback to teachers and pupils.</li> <li>Class teachers and HLTA's agree duties for the planned session and when they are carried out.</li> </ul>  |
| <b>Principal Accountabilities</b> | <ul style="list-style-type: none"> <li>Supervise pupils engaged in learning activities</li> <li>Provide objective and accurate feedback to the teacher on the conduct of the lesson.</li> </ul>  |
| <b>Duties</b>                     | <ul style="list-style-type: none"> <li>Act as a role model and set high expectations of conduct and behaviour</li> <li>Promote the inclusion and acceptance of all students within the classroom</li> <li>Keep students on task and respond to general queries</li> <li>Keep appropriate records as agreed with the teacher</li> <li>Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour</li> <li>Public facing role, therefore fluent English required</li> <li>Support the use of appropriate ICT where appropriate</li> <li>Make appropriate use of equipment and resources</li> <li>Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.</li> <li>Participate in training and other learning activities as required.</li> <li>Attend relevant school meetings as required.</li> <li>Carry out administrative tasks, as required.</li> </ul> |

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|                | <ul style="list-style-type: none"> <li>• To respect confidentiality at all times.</li> </ul>   |
| <b>General</b> | <ul style="list-style-type: none"> <li>• To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.</li> <li>• To comply with individual responsibilities, in accordance with the role, for health &amp; safety in the workplace</li> <li>• Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy</li> <li>• The LGB &amp; Bridge Academy Trust is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</li> <li>• The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</li> </ul> |

**PERSON SPECIFICATION**  
**Cover Supervisor**

| <b>General heading</b>                 | <b>Detail</b>                                 | <b>Examples</b>   |
|--|---|---|
| <b>Qualifications &amp; Experience</b> | Specific qualifications & experience          | Successful recent experience working with children in a school/early years environment<br>Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience                          |
|  | Knowledge of relevant policies and procedures | Basic knowledge of school policies  |
|  | Literacy                                      | Good reading and writing skills and knowledge of grammar  |
|  | Numeracy                                      | Good numeracy skills  |
|  | Technology                                    | Good working knowledge of ICT to support learning   |
| <b>Communication</b>                   | Written                                       | Ability to write detailed reports, letters etc  |
|  | Verbal  | Ability to use clear language to communicate information unambiguously<br>Ability to listen effectively   |
|  | Languages                                     | Fluency in English<br>Specialist language/communication skills if appropriate   |
|  | Negotiating                                   | Ability to negotiate effectively with adults and children   |
| <b>Working with children</b>           | Behaviour Management                          | Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment.   |
|  | SEN   | Successful completion of training to support SEN if appropriate   |
|  | Curriculum                                    | Detailed understanding of the school curriculum<br>Good working knowledge of specialist curriculum area(s) if appropriate   |
|  | Child Development                             | Detailed understanding of child development<br>Ability to assess progress and performance and recommend appropriate strategies to support development<br>Motivate, inspire and have high expectations of students |
|  | Health & well being                           | Understand and support the importance of physical and emotional wellbeing   |
| <b>Working with others</b>             | Working with partners                         | Ability to make a proactive contribution to the work of the team supporting children, their families and carers and contribute to group thinking, planning etc.   |
|  | Relationships                                 | Ability to establish rapport and respectful and trusting relationships with children,   |

|                         |                                 |   |
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|                         |                                 | their families and carers and other adults  |
|                         | Teamwork                        | Ability to work effectively with a range of adults  |
|                         | Information                     | Contribute to the development and implementation of effective systems to share information                              |
| <b>Responsibilities</b> | Organisational skills           | Good organisational skills<br>Ability to remain calm under pressure<br>To be flexible<br>Follow instructions accurately |
|                         | Line Management                 | Ability to manage and support the work of others  |
|                         | Time Management                 | Ability to manage own time effectively<br>Ability to adapt quickly and effectively to changing circumstances/situations |
|                         | Creativity                      | Demonstrate creativity and an ability to resolve problems independently   |
| <b>General</b>          | Equalities                      | Awareness of and promotion of equality  |
|                         | Health & Safety                 | Good understanding of Health & Safety   |
|                         | Child Protection                | Good understanding and effective implementation of child protection procedures  |
|                         | Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality   |
|                         | CPD                             | Demonstrate a clear commitment to develop and learn in the role<br>Ability to critically evaluate own performance       |