



SEAX Multi-Academy Trust

Employee's Name

Employee's Signature Date

Higher Level Teaching Assistant

Job Description & Person Specification

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| Job Title: | Higher Level Teaching Assistant |
| Grade: | Scale 5 (Points 8-11) |
| Based at: | Kingswode Hoe School |
| Reports to: | Headteacher, an assigned Class Teacher |
| Responsible for: | Other learning assistants |
| Liaison with: | Teaching staff, support staff, Headteacher, pupils |
| Job Purpose: | <ul style="list-style-type: none">To work with teachers as part of a professional team to support learning activities for classes, groups and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques.To cover classes as required in the absence of the teacher. HLTAs will be expected to deliver pre-prepared lesson plans, to progress pupils' learning and to assess, record and report on development, progress and attainment as agreed with the teacher.HLTAs work under the professional direction of a teacher and within an agreed system of supervision. |
| Principal Accountabilities: | <ul style="list-style-type: none">Use detailed knowledge and specialist skills to support and progress pupils' learningDeliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs. |



www.kingswodehoe.essex.sch.uk



www.langhamoaks.co.uk

Thriftwood

Specialising in Business and Enterprise

www.thriftwoodschool.com



www.grovehouseschool.co.uk



www.thehawthorns.com

Job Description: Higher Level Teaching Assistant

Duties

Support for the Teacher

- Organise an appropriate learning environment
- Monitor and record pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports to teachers
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
- Work in collaboration with other learning support assistants in the classroom.

Support for Pupils

- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the Curriculum

- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to deliver learning activities, taking account of pupils' interests and language and cultural backgrounds

General Duties

- Establish constructive **relationships** and be supportive of, and sensitive to, the needs of colleagues, pupils and the wider school community
- Encourage **interaction and teamwork** within the school and Trust; attend relevant school meetings, as required, share ideas and new initiatives
- Respect **confidentiality** and maintain **professionalism** at all times
- Actively engage in relevant training opportunities, taking responsibility for own **professional development**
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the school and Trust
- Comply with all **School and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

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.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Higher Level Teaching Assistant

| Qualifications & Experience | | | |
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| Detail | | Essential | Desirable |
| Specific qualifications & experience | Successful experience working with children in a school/early years environment Educated to NQF Level 2 (3), or equivalent Qualification in, or evidence of, working to HLTA standards Experience of working with SEND or a specialism Evidence of relevant CPD Basic knowledge of people management Qualification in First Aid | ✓ ✓ ✓ ✓ ✓ ✓ | ✓ |
| Knowledge of relevant Procedures | Knowledge of First Aid Understand classroom roles and responsibilities and your own position within these | ✓ ✓ | |
| Literacy | Very good reading and writing skills - at least GCSE grade C or equivalent | ✓ | |
| Numeracy | Very good numeracy skills - at least GCSE grade C or equivalent | ✓ | |
| Technology | Full working knowledge of ICT to support learning | ✓ | |
| Communication | | | |
| Written | Ability to write detailed reports, letters etc | ✓ | |

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| Verbal | Ability to use clear language to communicate information unambiguously Ability to listen effectively | ✓ ✓ | |
| Languages | Specialist language/communication skills if appropriate | ✓ | |
| Negotiating | Ability to negotiate effectively with adults and children | ✓ | |
| Working with Children & Others | | | |
| SEND | Successful completion of training to support SEND | | ✓ |
| Curriculum | Good working knowledge of specialist curriculum area(s) if appropriate Working knowledge and experience of implementing national curriculum and other relevant learning programmes | ✓ | |
| Health & Wellbeing | Understanding of statutory frameworks relating to teaching | ✓ | |
| Behaviour Management | Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment | ✓ | |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults | ✓ | |
| Team work | Ability to work effectively with a range of adults | ✓ | |
| Working with partners | Ability to work with parents and carers to improve support for children | ✓ | |
| Information | Contribute to the development and implementation of effective systems to share information | ✓ | |
| Responsibilities | | | |
| Organisational skills | Good organisational skills Ability to remain calm under pressure Ability to be flexible Follow instructions accurately Use own initiative and work independently | ✓ ✓ ✓ ✓ ✓ | |
| Line Management | Ability to manage and support the work of others | ✓ | |

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| Time Management | Ability to manage own time effectively | ✓ | |
| | Ability to adapt quickly and effectively to changing circumstances, situations | ✓ | |
| Creativity | Demonstrate creativity and an ability to resolve problems independently | ✓ | |
| General | | | |
| Equalities | Awareness of and promotion of equality | ✓ | |
| Health & Safety | Good understanding of Health & Safety | ✓ | |
| Child Protection & Safeguarding | Good understanding and effective implementation of child protection and safeguarding procedures | ✓ | |
| Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality | ✓ | |
| | Understanding and implementation of the Trust's Data Protection Policies | ✓ | |
| CPD | Demonstrate a clear commitment to develop and learn in the role | ✓ | |
| | Constantly improve own practice/knowledge through self-evaluation and learning from others | ✓ | |