

## Job Description

<b>Job Title</b>	HLTA LEVEL 2 – ‘N’
<b>Grade</b>	2020 Scale 7 (2019 Band 4 to mid-point)
<b>Reports to</b>	An assigned teacher
<b>Responsible for</b>	Line management of staff
<b>Liaison with</b>	Teaching staff, support staff, Headteacher, pupils.
<b>Job Purpose</b>	<p>Provide learning activities for classes under the professional direction and supervision of a qualified teacher.</p> <p>Level 2 HLTAs will plan, prepare and deliver lessons and assess, record and report on development, progress and attainment.</p>
<b>Principal Accountabilities</b>	<p>Use teaching and learning objectives to plan challenging teaching and learning objectives and to evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision</p> <p>Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning</p> <p>Deliver learning activities to pupils, adjusting activities according to pupil responses/needs.</p>
<b>Duties</b>	<p><b>SUPPORT FOR TEACHERS</b></p> <ul style="list-style-type: none"> <li>• Organise and manage appropriate 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 as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence</li> <li>• Be responsible for recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment</li> <li>• Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence</li> <li>• Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.</li> </ul> <p><b>SUPPORT FOR PUPILS</b></p> <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</li> </ul>

	<p>responding to their individual needs</p> <ul style="list-style-type: none"> <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</li> </ul> <p><b>SUPPORT FOR THE CURRICULUM</b></p> <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 lead learning activities, taking account of pupils' interests and language and cultural backgrounds</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• Comply with and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person</li> <li>• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop</li> <li>• Contribute to the overall ethos/work/aims of the school</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</li> <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 Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.</li> </ul> <p>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.</p> <p>The duties may be varied to meet changing circumstances in the post held. Any such developments will only take place after consultation with all those involved and do not form part of the staff member's contract.</p> <p>The post is portable across any school in the Trust</p>

## HLTA Level 2 (N)

General heading	Detail	Examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Successful recent experience working with children in a learning environment Meet Higher Level Teaching Assistant standards Educated to NVQ Level 4 or equivalent Completion of DCSF induction programme
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid Understand classroom roles and responsibilities and your own position within these Full working knowledge of relevant policies/codes of practice/legislation
	Literacy	Excellent reading and writing skills equivalent to at least NVQ Level 2
	Numeracy	Excellent numeracy skills equivalent to at least NVQ Level 2
	Technology	Full working knowledge of ICT to support learning
<b>Communication</b>	Written	Ability to write complex reports, letters etc
	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
<b>Working with children</b>	Behaviour Management	Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment
	SEN	Successful completion of training to support SEN if appropriate
	Curriculum	Excellent working knowledge and experience of implementing national curriculum and other relevant learning programmes Good working knowledge of specialist curriculum area(s) if appropriate Good understanding of statutory frameworks relating to teaching
	Child Development	Excellent understanding of child development and learning processes Ability to assess and record progress and performance and recommend appropriate strategies to support development Motivate, inspire and have high expectations of pupils
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
<b>Working with others</b>	Working with partners	Work effectively as part of a team and contribute to group thinking, planning etc Ability to work with parents and carers to improve support for children
	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

	Information	Contribute to the development and implementation of effective systems to share information
<b>Responsibilities</b>	Organisational skills	Good organisational skills Ability to remain calm under pressure To be flexible Follow instructions accurately Use own initiative and work independently
	Line Management	Ability to manage and support the work of others
	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
<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 Constantly improve own practice/knowledge through self-evaluation and learning from others