



## **Graduate LSA or Higher Level Teaching Assistant**

### **Purpose**

To implement the professional standards consistently when supporting and delivering learning to ensure all pupils make excellent progress, through a rich, creative and innovative curriculum.

**Responsible to:** Class Teacher/Senior Leadership Team/Headteacher

### **Job Description**

Please note, the 'Professional Standards for Higher Level Teaching Assistants' should also be read in conjunction with this document.

### **Supporting & Leading Learning**

- To ensure that all policies implemented by the school are actively upheld and promoted at all times.
- To build and maintain positive and constructive working relationships with pupils, families, multi-agencies, professionals and colleagues, to maximise pupils' development and maintain the overall ethos and vision of the school.
- To work alongside the class teacher to deliver learning to support the academic achievement of all learners, through focused group learning, as directed by the class teacher.
- To provide feedback to pupils and the class teacher, supporting with the monitoring, recording and reporting of pupil progress to support with the attainment of all pupils.
- Support pupils within the learning environment, including those with special educational needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- To take a lead role alongside the class teacher with the implementation of individual pupil support plans, i.e. EHC plans to ensure that the school is meeting the specific needs of all pupils.
- On occasion, lead the delivery of specific learning objectives and activities, adjusting them to meet the requirements of individual pupils following support from the class teacher.
- At times, and as agreed by the Senior Leadership Team, be responsible for the delivery of learning without the class teacher being present, ensuring that high levels of behaviour and engagement are upheld.

### **Preparing the Classroom Environment & Supporting the Curriculum**

- To support the needs of the pupils and curriculum, by assisting the teacher with preparation of equipment, photocopying of material for use in learning and by providing general clerical support for class based tasks.



- To support the children in their learning and facilitate tasks and lessons prepared by the class teacher.
- Create and maintain a purposeful, orderly and supportive environment and assist with displays of the pupil's learning.
- To monitor resource levels and contribute to the resource ordering process, ensuring that there is minimal waste and to maximise the effectiveness of financial resources to assure the requirements of the curriculum can be met in a timely manner.
- Support other members of staff with the effective resourcing of specific specialist areas to deliver the curriculum effectively, for example phonics, reading etc.
- Support teaching staff and pupils on school trips as required, by taking responsibility for a group of children and adhering to the relevant school policies and documentation.

### **Training & Development**

- To actively engage in training sessions, meetings and other directed tasks, to support the school's priorities and to ensure to secure their own professional development.
- When appropriate, and as directed by the Senior Leadership Team, lead, advise and contribute to team development activities, by coaching and mentoring less experienced colleagues to support the achievement of individuals and the school priorities.

### **Families & Safeguarding**

- Committed to working with the staff team to ensure the highest levels of safeguarding are upheld at all times.
- To report any safeguarding concerns to the Senior Designated Person
- To adhere to all safeguarding policies, practices and expectations including online safety.



## **HLTA STANDARDS**

### **PROFESSIONAL ATTRIBUTES**

- 1 Have high expectations of children and young people with a commitment to helping them fulfil their potential
- 2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- 3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- 4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- 5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
- 6 Demonstrate a commitment to collaborative and cooperative working with colleagues
- 7 Improve their own knowledge and practice including responding to advice and feedback

### **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

- 8 Understand the key factors that affect children and young people's learning and progress
- 9 Know how to contribute to effective personalised provision by taking practical account of diversity
- 10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- 11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- 12 Know how to use ICT to support their professional activities
- 13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- 14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- 15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
- 16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

### **PROFESSIONAL SKILLS\***

#### **PLANNING AND EXPECTATIONS**

- 17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities
- 18 Use their area(s) of expertise to plan their role in learning activities
- 19 Devise clearly structured activities that interest and motivate learners and advance their learning



20 Plan how they will support the inclusion of the children and young people in the learning activities

21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

### **MONITORING AND ASSESSMENT**

22 Monitor learners' responses to activities and modify the approach accordingly

23 Monitor learners' progress in order to provide focused support and feedback

24 Support the evaluation of learners' progress using a range of assessment techniques

25 Contribute to maintaining and analysing records of learners' progress

### **TEACHING AND LEARNING ACTIVITIES**

26 Use effective strategies to promote positive behaviour

27 Recognise and respond appropriately to situations that challenge equality of opportunity

28 Use their ICT skills to advance learning

29 Advance learning when working with individuals

30 Advance learning when working with small groups

31 Advance learning when working with whole classes without the presence of the assigned teacher

32 Organise and manage learning activities in ways which keep learners safe

33 Direct the work, where relevant, of other adults in supporting learning

\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.



## HIGHER LEVEL TEACHING ASSISTANT - PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications &amp; Experience</b>		
Education	Good standard of education – 5 GCSE's or equivalent.	
		Degree in transferrable skills that can be used in education.
Experience	Experience of delivering whole class teaching having achieved the Professional Standards for Higher Level Teaching Assistants or equivalent.	
<b>Professional Knowledge</b>		
Safeguarding	Thorough knowledge and understanding of safeguarding children.	
Teaching, Learning & Assessment	Contribute to planning and curriculum delivery to ensure that they are highly effective practitioners. Has an understanding of assessment.	
	Appropriate IT skills to support learning.	
<b>Professional Skills</b>		
Ethos	A holistic approach to the well-being and education of pupils. The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners.	
Curriculum	Ability to think creatively to deliver learning, to fulfil the Trust's vision of 'Fun, Creativity and Achievement.'	Keen interest in the Arts, which is utilised to enhance classroom environments. Has a specialist skill, which can be used to support the curriculum.



Professional Attributes		
Relationships	<p>Ability and willingness to work collaboratively and supportively within the school team.</p> <p>Able to inspire confidence and respect amongst colleagues and the school community.</p> <p>Builds effective and professional working relationships with parents, staff, Governors and the wider community.</p>	
Attitude	<p>Is committed to their own professional development.</p> <p>Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for pupils.</p> <p>Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school's aims and values at all times.</p>	