

# **JOB DESCRIPTION**

## **Higher Level Teaching Assistant (HLTA)**

**Responsible To :** Phase Leaders / Vice Principal

**Responsible for :** Supporting the class teacher in the delivery of the curriculum and / or teaching a specialised area to groups/ classes of pupils

**GRADE:** Grade 4 points 9 - 14

### **MAIN PURPOSE OFJOB**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

### **LEVEL DESCRIPTION**

HLTAs, unlike other Teaching Assistants within the job family, are expected to carry out 'specified work' from the Education (Specified Work and Registration) (England) Regulations 2003.

In order to work as a HLTA, the post holder must have the ability to work with the whole class.

Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and contribute to planning over the short and medium term.

The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

### **INTRODUCTION**

The level description gives an overview of the level of competence required to carry out work at this level.

The post holder will report to the Vice Principal, but will be under the immediate supervision of a phase leader.

The types of work that may be carried out at this level are detailed below. This list is not exhaustive and is intended to give a flavour of the duties expected within this role.

## EXAMPLES OF DUTIES AT THIS LEVEL

### **Support for pupils and the teacher**

- Works in partnership with teachers, within an agreed system of supervision, to deliver learning activities to whole classes in the absence of the teacher, during the teacher's PPA time.
- Contributes to the teacher's planning, teaching and assessment of the curriculum - daily. Enables pupils' access to the planned curriculum and meets personal and social needs – daily. Takes part in departmental or whole school meetings as required.
- Uses own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience of pupils and an area of the curriculum, as agreed with the teacher under an agreed system of supervision.
- Takes responsibility for planning challenging teaching and learning objectives. Evaluates and adjusts work plans as appropriate to meet pupils' needs.
- Selects and prepares appropriate resources to lead learning activities.
- Monitors, evaluates, records, and provides reports on pupils' responses and progress within agreed strategies.

### **General support for pupils**

- Undertake a range of more specialised tasks to support learning e.g. supporting English and Maths work, listening to reading etc.
- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs
- As appropriate, look after sick/upset pupils and attend to physical needs.
- Monitors and is responsive to pupil learning and behaviour at all times; requires forward thinking and the use of fresh ideas to encourage pupils to learn.
- Monitors and is responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances.
- Recognises when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous.
- Takes action to meet pupils' needs as they arise to avoid undue physical or mental stress.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.
- Undertake First Aid.

### **Support for the teacher**

- Maintain and collate pupil records.
- Assist teaching staff to ensure that the aims and objectives of the school are achieved

- Communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate.
- Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.
- Participates in the design of classroom and school displays.

### **Support for the curriculum**

- On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes actively to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.
- Undertake tasks to support the curriculum and assist with events organised as part of the curriculum e.g. organise and schedule pupils' annual review meetings.

### **Support for the school**

- Contributes to the School Improvement Plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Leadership Team.
- Follows all school policies and procedures, in particular: Safeguarding policy, Behaviour Policy, SEN policy and Equalities Policy.
- Participates as required in the school's Performance Management and supervision systems and take part in appropriate training and development activities.
- Makes appropriate use of ICT and adheres to policies relating to it, within their work in line with the school's systems of working.
- Works in partnership with other adults involved in the education process and liaises with external professionals and parents/carers in relation to specific areas of responsibility including taking the initiative to establish links where necessary.
- Provides information about pupils' progress, strategies, and issues e.g. therapists, nurses, specialist teachers and implements joint recommendations. Shares and discusses pupils' progress and needs and family needs with parents.
- Contributes to the overall ethos, work and aims of the school.

## Working Environment

## Work demands

Need to implement activities in lessons as planned, working to deadlines e.g. marking papers. Also need to implement actions in relation to specialist areas of expertise as required. Work may be subject to some change and interruption e.g. unplanned absences of staff and children, unexpected visits by parents and professionals and also when supervisory duties are called for.

## Physical demands

Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking, and running e.g. PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities and following approved procedures.

## Working conditions

Majority of work takes place in classroom environment, May be involved in outside activities e.g. supervision of playground, sports field activities, off-site educational activities in all weather conditions as required.

## Work context

Risk of verbal abuse and physical harm from a minority of pupils and members of the public who behave aggressively.

Risk of injury from moving and handling pupils with physical disabilities and caring for and working with small children.

Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.

Risk of infection when dealing with unwell children.

The duties and responsibilities of any post may change from time to time and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to the existing level of responsibility vested in the post.

Signed ..... Post Holder Date.....

Signed..... Principal                      Date.....

## PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b>Knowledge:</b>		
Technical or specialist	<ul style="list-style-type: none"> <li>• Experience of planning, preparing and delivering lessons, in accordance with Education (Specified Work and Registration) (England) Regulations 2003</li> <li>• Understanding of their specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved.</li> <li>• Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.</li> <li>• Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understanding of the place of these in the related teaching programme.</li> <li>• Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits</li> <li>• Knowledge of the key factors that can affect the way pupils learn</li> <li>• Awareness of the statutory frameworks relevant to their role.</li> </ul>	<ul style="list-style-type: none"> <li>• In depth knowledge of national curriculum in specialist area</li> </ul>

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	<ul style="list-style-type: none"> <li>Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.</li> <li>Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.</li> <li>Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties</li> <li>Knowledge and use of a range of equipment</li> <li>Basic knowledge of first aid</li> <li>Recognised competence in English and/or Maths</li> <li>Experience of contributing to lesson planning, in conjunction with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of normal child development and children's personal development needs</li> <li>Broad awareness and understanding of medical conditions such as asthma, epilepsy etc</li> <li>Awareness of health and safety procedures</li> <li>Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.</li> <li>Experience of one-to-one support, where appropriate</li> </ul>
Literacy and numeracy	<ul style="list-style-type: none"> <li>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</li> <li>Contribute to maintaining and analysing records of pupils' progress.</li> </ul>	<ul style="list-style-type: none"> <li>Ability to complete reports such as incident report form, behaviour diary, progress report etc</li> </ul>

Ability to read and understand school policies and procedures relevant to area of work

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Criteria	Essential to basic performance of job	Required for fully competent performance of job
School environment	<ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness and understanding of relevant government initiatives</li> <li>• Good knowledge and understanding of the school's structure</li> </ul>

### Mental Skills:

Research	<ul style="list-style-type: none"> <li>• Assist teacher with information gathering and resources as appropriate</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>• Ability to recognise and resolve more complex problems, referring unusual or difficult problems to classroom teacher or other appropriate person</li> </ul>
Thinking creatively / Developing new ideas	<ul style="list-style-type: none"> <li>• Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short and medium term planning.</li> <li>• Working within a framework set by the teacher, planning their role in lessons including how they will provide feedback to pupils and colleagues on pupil's learning and behaviour.</li> <li>• Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests</li> <li>• Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance</li> </ul>

with school policies and procedures.

Criteria	Essential to basic performance of job	Required for fully competent performance of job
	<ul style="list-style-type: none"> <li>When supervising or working with small groups of pupils the post holder must be able to adapt support given to pupils depending on age and/or ability</li> <li>Assist teacher in creating a positive learning environment</li> <li>Creative ways of learning/making learning interesting</li> </ul>	

### Interpersonal & Communications Skills:

Caring skills	<ul style="list-style-type: none"> <li>Sensitivity to pupils' needs</li> <li>Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved.</li> <li>Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.</li> </ul>
Advising / guiding skills	<ul style="list-style-type: none"> <li>Ability to support teachers in evaluating pupils' progress through a range of assessment activities.</li> </ul>



- Monitoring pupils' responses to learning tasks and modify their approach accordingly.

<b>Criteria</b>	<b>Essential to basic performance of job</b>	<b>Required for fully competent performance of job</b>
	<ul style="list-style-type: none"> <li>• Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn</li> <li>• Using clearly structured teaching and learning activities to interest and motivate pupils, and advance their learning.</li> <li>• Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.</li> <li>• Ability, where relevant, to guide the work of other adults supporting teaching and learning in the classroom.</li> <li>• Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Advising and guiding pupils on the best way to handle situations, under the teacher's direction</li> <li>• Encouraging pupils to participate in or complete tasks</li> <li>• Ability to conciliate between pupil in playground or classroom disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Providing information, advice and guidance to other Teaching Assistants and possibly supply teachers, or parent helpers or teaching students etc</li> </ul>
<b>Criteria</b>	<b>Essential to basic performance of job</b>	<b>Required for fully competent performance of job</b>
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> <li>• Providing advice and guidance to Teaching Assistants on procedures and policies</li> <li>• Effective communication skills and sensitivity with pupils to support their learning</li> <li>• Ability to use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.</li> <li>• Ability to communicate effectively and sensitively with pupils to support their learning.</li> <li>• Ability to communicate clearly and explain sometimes complex information to colleagues, and on occasion parents, with due regard for confidentiality, and under the direction of the teacher</li> <li>• Ability to encourage participation and give feedback to pupils</li> <li>• Ability to maintain appropriate level of confidentiality</li> </ul>	

Training and/or presentation skills	•	Administering reading and spelling tests, under the direction of the teacher
	•	Attending and contributing to review and other meetings, as appropriate
	•	Develop and deliver induction and In Service Training for new Teaching Assistants

Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b>Physical skills:</b>		
Keyboard skills / use of mouse	•	Ability to use ICT to advance pupils' learning and ability to use common ICT tools for own and pupils' benefit.
Other manual skills	•	Use of guillotine, craft knives, glue guns etc when displaying work or assisting pupils in practical lessons
	•	Help pupils to use tools and equipment as required to support learning
<b>Other attributes:</b>		
Level of autonomy	•	Although work is covered by set policies and procedures, Teaching Assistants at this level must be able to manage own work
	•	Able to work with small groups of pupils when carrying out specific tasks or on field trips etc
	•	Able to supervise larger numbers of pupils when on duty break/lunchtime

- Able to make decisions on when to refer queries/problems to teaching staff or line manager

# EVALUATION NOTES

## KNOWLEDGE

- Understanding of their specialist area to support pupils' learning and ability to acquire further knowledge to contribute effectively and with confidence to classes in which they are involved
- Knowledge of school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understanding of the place of these in the related teaching programme.
- Knowledge of how to use ICT to advance pupils' learning, and ability to use common ICT tools for own and pupils' benefits
- Knowledge of the key factors that can affect the way pupils learn
- Awareness of the statutory frameworks relevant to their role.
- Knowledge of the legal definition of Special Education Needs and familiarity with the guidance about meeting SEN given in the SEN Code of Practice.
- Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.
- Experience of working with/supervising pupils including knowledge of behavioural and learning difficulties
- Practical knowledge of literacy and/or numeracy subject matter in order to be able to support pupils in a variety of lessons and learning environments, either on a one-to-one basis or small groups, under the direction and supervision of the teacher
- Practical knowledge of equipment, including IT equipment where appropriate, to support learning, under the direction of the teacher
- Ability to recognise changes in pupils' behaviour and report to the teacher

## MENTAL SKILLS

- Ability to contribute effectively to teachers' planning and preparation of lessons. This includes both short and medium -term planning.
- Works within a framework set by the teacher, and plans their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- Contribute effectively to the selection and preparation of teaching materials that meet the diversity of pupils' needs and interests
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
- Support the teacher in creating a positive learning environment.
- Ability to follow written instructions
- Ability to complete a range of paperwork e.g. incident report form, pupil progress records

- The post holder will be expected to resolve more complex queries and problems

## **INTERPERSONNEL AND COMMUNICATION SKILLS**

- Ability to promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Ability to recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- Using clearly structured teaching and learning activities to interest and motivate pupils and advance their learning.
- Ability to advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Ability to explain tasks and activities to pupils e.g. literacy/numeracy tasks, craft tools, science equipment, under the direction of the teacher
- Ability to contribute to review meetings, if required
- Ability to disseminate key information to other Teaching Assistants

## **PHYSICAL SKILLS**

- Use of keyboard and mouse may be required if supporting pupils using IT equipment
- Use of guillotine, craft knives, glue guns etc when displaying work or helping pupils in practical lessons

## **INITIATIVE AND INDEPENDENCE**

- Ability to exercise considerable initiative as undertaking 'specified work' that contributes to pupils' learning and progress
- Ability to work with groups of pupils carrying out specific tasks or on field trips etc
- Ability to resolve more complex problems and/or queries, referring most complex issues to the teacher, or other members of staff

## **PHYSICAL DEMANDS**

- May be in relatively constrained seating position during lessons (approximately 30/40 minutes)
- Walking or standing whilst accompanying/supervising pupils during breaks or trips
- Tools and equipment generally light
- On occasion may be required to lift or assist others to lift a pupil who is unwell or injured

## **MENTAL DEMANDS**

- Concentration required when working with teacher to prepare and plan lessons
- Greater level of sensory attention when undertaking tasks to support literacy/numeracy activities

- Need to concentrate when listening to pupils read or discussing stories (approx. 10/15 minutes)
- Awareness required when supervising during breaks or trips (shared with others e.g. teacher or midday supervisory assistants)

## **EMOTIONAL DEMANDS**

- Job is emotionally demanding on occasion, e.g. pupil is unwell or becomes upset during an activity
- Job holder needs ability to recognise changes in pupil behaviour and report them to teacher

## **RESPONSIBILITY FOR PEOPLE**

- Direct responsibility for pupil safety and progress
- Responsibility for pupil when attending to personal needs

## **RESPONSIBILITY FOR SUPERVISION (EMPLOYEES)**

- No direct responsibility for other teaching assistants, but may contribute to the induction of new staff

## **RESPONSIBILITY FOR FINANCIAL RESOURCES**

- None

## **RESPONSIBILITY FOR PHYSICAL RESOURCES**

- Responsibility for tools and proper use of IT equipment, with teacher
- Ability to complete a range of records, e.g. incident report forms, pupil progress records

## **WORKING CONDITIONS**

- Works within the school complex, predominately indoors but may be required to supervise pupils outside during breaks or field trips