**JOB PROFILE – HIGHER LEVEL TEACHING ASSISTANT (HLTA)**

**Post: Higher Level Teaching Assistant (HLTA)**

**Reports to: Headteacher**

**Base Location: Farnborough Grange Nursery/Infant Community School**

**Hours: 32.5 hours per week, term time only plus INSET Days**

**Main purpose:**

The HLTA, under the direction of senior staff will:

* Complement teachers’ delivery of the school’s curriculum and contribute to the development of other support staff, children and Trust/school policies and strategies.
* Work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes during the short-term absence of teachers, including the provision of PPA cover.
* Provide support for children, the teacher, and the school, to raise standards of attainment and progress for all. This will be achieved by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing, and managing classes and delivering interventions; also to encourage children to become independent learners, to provide support fortheir welfare, and to support the inclusion of children in all aspects of school life.

**Job description:**

The job description will be reviewed regularly to reflect or anticipate changes to the role, commensurate with the salary and areas of responsibility.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed with the post holder at least once each year, and it may be subject to modification or amendment at any time, after consultation with the post holder.

With the school staff the post holder will:

* Help to deliver the Trust’s vision and translate into practice the underpinning vision and values of the school
* Establish and maintain effective relationships and communication with all staff at the base school and other Trust schools and the Trust central team, as appropriate
* Help to promote the Trust’s policies and procedures
* Help to develop a learning culture with high expectations in a safe and secure learning environment

**Main duties:**

**Planning**

1. Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating, and adjusting lessons/plans.
2. Develop and prepare resources for learning activities in accordance with planning and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts (including virtually) in line with Trust policies and procedures.

**Teaching and Learning**

1. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes, including covering PPA.
2. Provide detailed feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils, in line with school policy.
3. Motivate and progress pupils’ learning by using clearly structured, interesting teaching and learning activities.
4. Be familiar with all forms of planning, EHCP/IEP targets, learning objectives and success criteria.
5. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
6. Promote and support the inclusion of pupils, including those with specific needs or disabilities, both in learning activities and within the classroom.
7. Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
8. In accordance with arrangements made by the Headteacher, progress students’ learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
9. Organise and safely manage the appropriate learning environment and resources.
10. Promote and reinforce pupils’ self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.
11. Assist the class teacher in encouraging acceptance and integration of pupils with special needs or disabilities, or from different cultures and/or with a different first language.
12. Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupils’ progress, attainment, and behaviour, maintaining sensitivity and confidentiality at all times.

**Monitoring and Assessment**

1. With teachers, evaluate pupils’ progress through a range of assessment activities.
2. Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
3. Monitor pupils’ participation and progress and provide constructive feedback to pupils in relation to their progress and attainment.
4. Assist in maintaining and analysing records of pupils’ progress.
5. To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations, and other information to assist in the provision of appropriate support for specific children.
6. As required, prepare reports of pupils’ progress for reports to parents and for parent interviews.

**Mentoring, Supervision and Development**

1. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking training.
2. Support and guide other less experienced teaching assistants’ work in the classroom when required and lead training for other teaching assistants.
3. Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the setting. Also participate in staff meetings and training days/events as requested.

**Behavioural and Pastoral**

1. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
2. Provide support and assistance for pupils’ pastoral needs.
3. Provide physical support and maintain personal equipment used by the pupils at the school.
4. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access, and learning, and supporting home to school and community links.
5. Supervise pupils at times other than during lessons according to the school’s duty arrangements.
6. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the pupil’s education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists, and physiotherapists.

**General responsibilities**

* To promote single equalities, in line with Trust policies and procedures
* Attend and participate positively in relevant meetings as required
* Participate in training and other learning activities and the performance management process, in line with Trust policy

**Safeguarding**

* To have due regard for safeguarding and promoting the welfare of children at all times
* Follow all associated child protection, safeguarding and safer recruitment policies, as produced by the Trust

**General Data Protection Requirements**

* Implement the Trust’s policies and procedures, to be fully compliant with the requirements of GDPR
* Under direction, liaise with the Trust DPO to implement GDPR processes and relevant paperwork, immediately reporting any potential or actual data breaches

The Good Shepherd Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

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| Name of Post Holder: |  |  |
| Signature of Post Holder: |  | Date: |
| Signature of Line Manager: |  | Date |