



## Person Specification

**Job Title:** Higher Level Teaching Assistant (HLTA)

**Grade:** Grade 6

### Purpose of Job:

To work with teachers to plan, organise and support teaching and learning activities for classes. The primary focus is to do specified work with individuals and groups under the direction and supervision of a qualified teacher, and provide short-term cover supervision to whole classes on a scheduled and unscheduled basis.

Responsibility for some of the day-to-day management of Learning Support Assistants, as directed by the SENDCo, and the development of a specialist area as and when required.

### Key Objectives:

- To complement the professional work of Senior Leadership Team and teachers, by leading and delivering learning programmes to children and young people as directed;
- Plan and deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs; delivering local and national learning strategies and making effective use of opportunities provided, to support the development of pupils' skills;
- Manage the work and development of other classroom-based associate staff throughout the school;
- Undertake at least one of the following:
  - Provide specialist support\* to pupils with learning, behavioural, communication, social, sensory or physical difficulties;
  - Provide specialist support\* to pupils where English is not their first language;
  - Provide specialist support\* to gifted and talented pupils;
  - Provide specialist support\* to all pupils in a particular learning area e.g. ICT, literacy, numeracy, National Curriculum subject);

\*Specialist support requires the HLTA to have gained recognisable expertise in relation to one or more of the specialisms through long-term, dedicated training and significant targeted practical experience.

- Assess the needs of pupils using detailed knowledge and specialist skills to support learning and establish productive working relationships with pupils, acting as a role model and setting high expectations, as well as develop and implement pupil SEND passports;
- Organise and manage appropriate learning environment and resources, to include teaching and learning objectives as planned by the class/subject teacher. Evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision;
- Support pupils in social and emotional well-being, reporting problems to the teacher/pastoral lead as appropriate;
- Supervise individuals and groups of pupils throughout the day, including supervision in the SEND classroom, playground and dining areas;
- Escort and supervise pupils on educational and out of school activities
- Any individual tasks as deemed necessary and as instructed by the class/subject teacher.



### Scope:

- Under the guidance of the Senior Leadership Team and SENDCo, manage the work of Learning Support Assistants in the school by scheduling classes, managing temporary absences, dealing with escalated administrative issues, providing feedback on performance and development as required and other appropriate supervisory duties;
- Work with pupils not working to the normal timetable;
- Assess, record and report on development, progress and attainment;
- Be responsible for the preparation, maintenance and control of stocks of materials and resources;
- Work is normally carried out in the classroom or similar environments, which may sometimes involve exposure to noise or other unpleasant conditions.

### Work Profile:

- Liaise with other staff and relevant professionals, and provide information about pupils as appropriate;
- Invigilate exams and tests;
- Be available to cover classes at such times as necessary;
- Attend to pupils' personal needs and implement related personal programmes, including social, special medical needs, physical hygiene and welfare matters with appropriate training/support;
- To adhere to school local and national authorities' guidelines and exercise professional discretion at all times;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Participate in training and other learning activities and performance development as required;
- Contribute to the overall ethos/work/aims of the school;
- Attend relevant meetings;
- Maintain confidentiality.

### Other Information:

Kingsbridge Educational Trust and schools are committed to safeguarding and promoting the welfare of children and vulnerable adults. All employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

**All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Disclosure and Barring Services (DBS) check.**



		Essential	Desirable	A/C/I/R
<b>Qualifications</b>	HLTA qualification or equivalent	*		A/C
	Specialist skills in one or more curriculum or learning area	*		A/C
	Further higher qualifications		*	A/C
<b>Experience</b>	Experience of Learning Support assistant role	*		A/I
	Experience of HLTA role		*	A/I
<b>Knowledge</b>	Full working knowledge of relevant policies and practices in relation to health and safety, safeguarding, child protection.	*		A/I/R
<b>Skills and Abilities</b>	Ability to plan and deliver designated learning programmes and strategies in conjunction with class teacher(s)	*		A/I/R
	Adapting programmes to suit individual pupils and circumstances and identifying innovative approaches to learning activities	*		A/I/R
	Ability to manage the classroom in the absence of the class teacher, maintaining appropriate behaviour and delivering learning activities in accordance with agreed plans	*		A/I/R
	Managing Learning Support Assistants and other support staff.		*	A/I/R
	Assisting with classroom set up. Use and safe keeping of classroom equipment and apparatus	*		A/I/R
	Managing information resources in relation to pupils and TA staff	*		A/I/R
	Awareness of opportunities for professional self-improvement	*		A/I/R
	Ability to operate effectively and proactively within a team	*		
<b>Personal Attributes</b>	Ability to relate well to children, parents, teaching staff and other colleagues.	*		A/I/R
	Establish productive working relationships with pupils and promote inclusion and acceptance of all pupils	*		A/I/R
<b>Other</b>	Satisfactory Enhanced DBS Disclosure	*		C
	Assessed and advised by Health and Well Being	*		R/C

A - Application form

C - Certificates

I - Interview

R - References