



## JOB DESCRIPTION – HIGHER LEVEL TEACHING ASSISTANT (HLTA)

**TITLE:** Higher Level Teaching Assistant

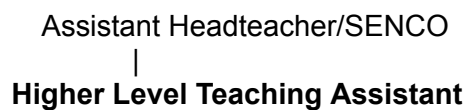
**SCHOOL:** Kempston Academy

**RESPONSIBLE TO:** Assistant Headteacher/Assistant SENCO

**GRADE:** L6

**PURPOSE OF POST:** To supervise and develop support for teaching and learning

**ORGANISATION CHART:**



**PRINCIPAL RESPONSIBILITIES:**

- 1 Take a lead role in developing and maintaining resources to assist in teaching through leading, supervising and co-ordinating individuals or teams of teaching assistants. Manage, develop and communicate with the teaching assistants team. Manage the induction programme of particular staff. Take a lead responsibility for recruitment, appraisal and training. Monitor performance and address any performance issues in the first instance.
- 2 Contribute to the planning of teaching and learning for the whole classes and/or individual pupils on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting. Under the direction of class teachers, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.
- 3 Co-ordinate the monitoring, recording and assessment of pupil progress, arranging and contributing to specialist assessments as required. Ensure there are detailed and reliable records of individual's progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.
- 4 Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed. Supervise/teach



whole groups/whole classes under the supervision of the class teacher for agreed periods when the teacher is not present.

- 5 Co-ordinate, initiate and develop liaison with parents, carers and outside agencies, ensuring effective communication throughout.
- 6 Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils. Coach and train others in these strategies.
- 7 As required, lead specific projects or activities in the specialist area.
- 8 Represent the teaching assistants on the school/departmental management and planning team, contributing to management and operational decisions in this forum.

#### **DIMENSIONS:**

**Supervisory Management:** 0 – 8 Teaching Assistants

**Financial Resources:** N/A

**Physical Resources:** Classroom materials, equipment and resources

**Other:**

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language. Part of this specialist role might involve working within several schools, including feeder schools across the LEA.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**



*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*

**Physical Effort:** The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided.

**Working Environment:** There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

### Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	In-depth experience of planning, monitoring and assessment of pupils' progress in an education setting. Demonstrable experience of working with people with a range of special needs. Experience of working in a school environment is essential for this post.	1,2  1,2  1,2		
<b>Skills/Abilities</b>	Able to lead and manage a team of teaching assistants. Able to train, develop, inform and motivate others. Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework. Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc.. Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions.	1,2  1,2  1,2  1,2,5  1,2,5  1,2,5		



	<p>Able to support learning in the specialist subject at the relevant Key Stage.</p> <p>Able to use information technology skills for word processing, databases and spreadsheets.</p> <p>Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English</p>	1,2,5		
<b>Competencies</b>	<p>Able to demonstrate appropriate motivation to work with young people.</p> <p>Able to form appropriate relationships with young people.</p> <p>Emotional resilience in working with challenging behaviours.</p> <p>Appropriate attitudes to use of authority and maintaining discipline.</p>	1,2 1,2 1,2 1,2		
<b>Equality Issues</b>	<p>Able to recognise and act upon common forms of discrimination.</p> <p>Able to understand the issues for pupils' education in an urban, multi-cultural context and build this into service delivery processes.</p>	1,2 1,2		
<b>Specialist Knowledge</b>	<p>In-depth knowledge of how pupils learn.</p> <p>Demonstrable knowledge of curriculum requirements.</p> <p>Some knowledge of policies and procedures in areas such as child protection, behaviour management.</p>	1,2 1,2,5 1,2,5		
<b>Education and Training</b>	<p>HLTA status.</p> <p>A qualification in the specialist subject, or an equivalent qualification or experience.</p> <p>Able to commitment to continuous professional development.</p> <p>NVQ in childcare Level 4, STAC, STA, Part-Qualified teacher or relevant qualification.</p>	1,2,4 1,2,4 1,2 4		
<b>Other Requirements</b>		1,2		

( 1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise )

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

CVs will not be accepted for any posts based in schools.