



HIGHER LEVEL TEACHING ASSISTANT (HLTA)

Schools: Abbeywood First School & Church Hill Middle School

Contract: Permanent, part time, 26hrs per week (Monday to Thursday), term time only plus 4 additional days

Salary: Scale 6, SCP 18 (£18,375.72) to SCP 22 (£19,635.48) actual

Start date: As soon as possible

Closing date: 9.00am on Monday 6th January 2025

ADVERT

An exciting opportunity has arisen for a HLTA to work within our setting. The successful candidate will be working with the teaching staff and senior leadership team to:

- plan and deliver learning to classes of children across a range of ages
- support teachers in the delivery of specific provision
- communicate about pupil progress
- undertake 'specified work' and provide care and supervision to pupils
- support and co-ordinate the personalised learning and development for pupils

You must be able to communicate effectively with a range of stakeholders, work as part of a team as well as use your own initiative, have a good understanding of and be sensitive to the range of needs that pupils can experience. You will work as part of dedicated and passionate team, working to achieve the best possible outcomes for pupils.

For further information about the role or to arrange a visit please contact office@abbeywood.worcs.ch.uk. Details on how to apply can be found on the school website: www.abbeywood.worcs.sch.uk.

Applications should be submitted by 9.00am on Monday 6th January 2025.

CV's will not be considered.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful candidate is required to undergo an Enhanced DBS check with Children's barred list. All shortlisted candidates will be subject to an online check.

Job Description

Job Title: Higher Level Teaching Assistant (HLTA)

Reporting to: Senior Leadership Team

Location: Abbeywood First School & Church Hill Middle School

Main purpose of the post

- The role of the HLTA PPA Cover is to provide and deliver learning activities to whole classes of pupils when the class teacher is not present
- The HLTA will plan, prepare and deliver lessons and assess, mark, record and report on development, progress and attainment, under the direction of subject co-ordinators
- To work independently with whole classes of pupils
- To be responsible for the management and development of a specialist area within the school, as agreed with your line manager

Support for pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Organise and manage appropriate learning environments and resources for the lessons that they teach
- Plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback/ marking and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

Support for teachers

- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Deliver learning activities to pupils, adjusting activities according to pupil responses/needs. Support for the curriculum
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities with guidelines established by the school

Contacts

In all contacts the post holder will be required to present a good image of the School as well as maintaining constructive relationships.

- Internal: Teaching staff, Operations staff, Teaching Assistants, Students
- External: Schools and Colleges, parents, Community partners

Notes

- The Trust reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility
- The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust's Equal Opportunities Policy
- All staff are responsible for promoting and safeguarding the safety and welfare of children and young people
- All duties and responsibilities must be carried out with due regard to the school's Health and Safety Policy
- Duties which include the processing of any personal data must be undertaken within GDPR regulations and policies

Person Specification

Criteria	Essential	Desirable	Identified
Education and training	<ul style="list-style-type: none"> GCSE (or equivalent) pass at grade C or above in English/literacy and Maths/numeracy 	<ul style="list-style-type: none"> Evidence of further qualification 	<ul style="list-style-type: none"> Application form

Criteria	Essential	Identified
Experience	<ul style="list-style-type: none"> Recent experience of working with first school age pupils Recent experience of whole class teaching of primary age pupils Experience of managing behaviour of young people Experience of undertaking administrative duties 	<ul style="list-style-type: none"> Application form Letter Interview

Criteria	Essential	Identified
Skills	<ul style="list-style-type: none"> Ability to deliver learning Ability to present information to different audiences Ability to motivate people (especially 3-9 year old pupils) Ability to relate well to children and young people Ability to use ICT effectively to support learning Ability to work under pressure 	<ul style="list-style-type: none"> Letter Interview

Criteria	Essential	Identified
Interpersonal skills	<ul style="list-style-type: none"> Ability to work with initiative and as part of a team Ability to be flexible and work with tact, discretion and confidentiality High level communication skills Ability to relate to pupils, staff, parents Sense of humour 	<ul style="list-style-type: none"> Letter Interview

Criteria	Essential	Identified
Other	<ul style="list-style-type: none"> Ability to relate to and promote the ethos of the school Excellent attendance and punctuality Willingness to undertake training as required 	<ul style="list-style-type: none"> Interview Reference

Need more advice?

Please see our website
(Central Region Schools Trust
- Founded by the RSA)

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Central Regions Schools Trust – Social Justice through Exceptional Schools’.



**Central Region
Schools Trust**

Founded by the RSA

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