**Higher Level Teaching Assistant Job Description** 

|  |  |
| --- | --- |
| **School Name:** | Greenleaf Primary School |
| **Job Title:** | HLTA - Teaching Assistant Level 4 |
| **Scale and Points** | Scale 5 (Points 12 – 16) |
| **Reports To:** | Headteacher/ Deputy Headteacher/Class Teacher |
| **Role Summary:**   * To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. | |
| * 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. * Develop and implement IEP’s. * 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 environment and resources. * Within an agreed system of supervision, 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 and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. * Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment. * Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence. * Supporting the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. * Administer and assess/mark tests and invigilate exams/tests. * Production of lesson plans, worksheet, plans etc. * Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs. * Deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills. * 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. * Advise on appropriate deployment and use of specialist aid/resources/equipment. * Comply with and assist with the development of policies and procedures relating to child protection, 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. * Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils. * Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others. * Deliver out of school learning activities within guidelines established by the school. * Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class. * Attend to the pupils’ personal needs, and implement related personal programmes, including social, health, physical, hygiene (including intimate care), basic first aid and welfare matters. * Assist with the development and implementation of EHCP objectives, including toileting and personal hygiene programmes, eating and drinking programmes, physical positioning, dressing and grooming. * Liaise between managers/teaching staff and teaching assistants. | |
| **General Information:** | |
| Equality of Opportunity | * As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. * Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors. |
| Confidentiality and Data Protection | * To treat all information acquired through employment, both formally and informally, in strict confidence. * To be aware of the school's responsibilities under the GDPR for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this. |
| To contribute as an effective and collaborative member of the School team | * Any other duties as reasonably required by any manager of the school. * Participating in the ongoing development, implementation and monitoring of the school plans. * Attend regular meetings as required and make a positive contribution during meetings. |
| Child Protection | * Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person. |

|  |
| --- |
| **Key Skills and Competencies:**   * Experience of working with or caring for children of relevant age. * Meet Higher Level Teaching Assistant standards or equivalent qualification or demonstrate experience. * Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths or GCSE Grade C or above. * Training in relevant learning strategies e.g. literacy. * Can use ICT effectively to support learning. * Full working knowledge of relevant polices/codes of practice/legislation. * Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies. * Good understanding of child development and learning processes. * Understanding of statutory frameworks relating to teaching. * Constantly improve own practice/knowledge through self-evaluation and learning from others. * Ability to relate well to children and adults. * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. * Basic understanding teaching expectations at each level across the school * Appropriate knowledge of first aid or willing to learn |