



HLTA Job Description

Grade:	Grade 8
Weeks per year:	39 weeks per year (38 teaching weeks and 5 INSET days)
Reporting to:	Headteacher
Line Manager:	Assistant Headteacher / Key Stage Lead
Liaison with:	Senior Leadership Team Teaching staff St Laurence's SENDCo Support staff including midday supervisors Parents/carers

In conjunction with: St Laurence C of E Primary School's HLTA Person Specification

[National HLTA standards](#)

Main Duties for Higher Level Teaching Assistants

Purpose of the job of Higher-Level Teaching Assistant

- Take responsibility for a whole class during the planned absence of a teacher to ensure that delivery of the curriculum is maintained
- To supervise whole classes for release time or during the short-term absence of teaching staff.
- Plan and deliver learning activities to children within an agreed system of supervision resolving all but the most complex issues independently.
- To complement teachers' delivery of the National Curriculum ensuring learning is planned at the appropriate age and ability ranges for the children.
- To provide support for our children and teachers in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of all children in all aspects of life at St Laurence Church of England Primary School.
- To work collaboratively with teaching staff across St Laurence and assist teachers in the whole planning cycle and the management and preparation of resources.

- Maintain and uphold the positive Christian ethos and core values of St Laurence Church of England Primary School.
- Contribute to the development of other support staff, children and St Laurence Church of England Primary School's policies and strategies.

Safeguarding

- Understand and implement St Laurence Church of England Primary School's safeguarding procedures and comply with legal responsibilities.
- Ensure a safe environment to support safeguarding for children and young people at all times.

Planning for learning

- Use area(s) of expertise to plan and prepare learning activities (lessons) alongside teachers, and to participate in all stages of the planning and teaching cycle (assessing, evaluating and adjusting lessons/plans).
- Plan with high expectations of all children, with a clear commitment to help them flourish.
- Plan how to support the inclusion of all children; know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation.
- Plan and deliver learning activities to children, to advance their learning, in line with the curriculum expectations of St Laurence.
- Plan using the statutory and non-statutory frameworks for the school curriculum so that all learning is appropriate to the age and ability ranges of the learners in the class.
- Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

Teaching and Learning

- Advance learning when working with whole classes without the presence of the assigned teacher.
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes covering release time for teaching staff.
- Provide appropriate verbal and written feedback (in line with All Saints' Marking Policy) on the children's progress and behaviour to teachers and senior leaders.
- Motivate and advance children's learning by using clearly structured, interesting teaching and learning activities.
- Be familiar with lesson plans, SEND targets, behaviour plans and learning objectives.
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all children, including those with specific needs.

- Use behaviour management strategies, in line with St Laurence Church of England Primary School's Behaviour Policy and procedures, to contribute to a positive and purposeful learning environment.
- Safely manage the appropriate learning environment and resources.
- Promote and reinforce our children's self-esteem and independence and employ appropriate strategies to recognise and reward achievement and self-reliance.
- Support the role of parents in students' learning and contribute to meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

- Monitor and assess children's responses to planned learning and modify learning to meet individual and/or group needs.
- Monitor children's progress (using a range of techniques) to provide focused support to improve children's progress and achievement.
- Provide constructive feedback in line with St Laurence Church of England Primary School's Marking Policy.
- Contribute to maintaining and analysing records of children's progress.

Mentoring, Supervision and Continuing Development

- Attend regular performance reviews and improve own practice through self-evaluation and target-setting, including your mentoring of team members
- Offer mentoring and appraisal support and guidance to teaching assistants across St Laurence Church of England Primary School.
- Support and guide the work of teaching assistants' in the classroom
- Provide direction, motivation and support to your team to achieve their personal work objectives.
- Supervise the work of other adults and visiting students' lessons including organising rotas for your area of responsibility.
- Contribute to the overall ethos, work and aims of St Laurence Church of England Primary School by attending relevant meetings.
- Participate in staff meetings and training days/events as requested.
- Recognise own strengths and areas of specialist expertise and use these to advise and support others.
- Improve own knowledge and practice by responding to advice and feedback.

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Assist in maintaining good behaviour of children throughout St Laurence and supervise children on planned visits and journeys.
- Provide support and assistance for children's pastoral needs.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for child's attendance, access and learning, and supporting home to school and community links.
- Assist teaching staff by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include:
 - social workers,
 - health visitors,
 - language support staff,
 - speech therapists,
 - educational therapists,
 - educational psychologists
 - Physiotherapists.

Other

- Any other duties required by the class teacher, or senior leaders, which is in the scope of the post.
- At all times carry out duties with due regard to St Laurence Church of England Primary School's Health and Safety policy.
- To work within and encourage St Laurence Church of England Primary School's Equal Opportunity policy and contribute to diversity policies.

HLTA Person Specification

Skills & Knowledge	
Essential	Desirable
<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> - good subject knowledge and expertise/across all key stages - Must be able to teach in all areas from Yr1-Yr6 in the absence of the teacher/PPA cover. - the theory, pedagogy and practice of providing effectively for the individual needs of children (e.g. classroom organisation & learning strategies, planning appropriate resources and learning opportunities); - the National Curriculum; - the monitoring, assessment, recording & reporting of pupils' progress; - the statutory requirements of legislation concerning Equality and Diversity, Health & Safety, SEND & Child Protection; - effective teaching & learning styles to ensure children make 'good' progress; - good knowledge of SEN Code of Practice and disabilities legislation. - Good communication skills in verbal and written form. - Ability to manage behaviour, positively. - Ability to plan and organise. 	
Experience	
Essential	Desirable
<p>2 years' relevant experience ideally within a school-based setting. Works in partnership with parents. Works effectively with other adults (e.g. Teachers, TAs, volunteers) Teaching in Key Stages 1 and 2.</p>	
Qualifications	
Essential	Desirable
<p>Level 3 or above qualification for Teaching Assistants. GCSE Grade C or above (or equivalent) in English, Mathematics & Science. Experience of using ICT to enhance children's learning. Willingness to work towards HLTA qualification.</p>	<p>HLTA Qualification. Evidence of continuous INSET and a commitment to Continuous Professional Development. First Aid Qualification.</p>
Personal Attributes	
Essential	Desirable
<p>Use effective strategies to promote the school's vision. Develop good personal relationships within a team. Has empathy with pupils and is sympathetic to their needs. Has a calm and systematic approach.</p>	

