

Higher Level Teaching Assistant Lake Farm Park Academy

Job Description

Reporting to	Year Team Leader / SENCo/Vice-Principal
Grade	Scale 6, points 16-20

Job Purpose

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies. To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers. To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Key Accountabilities

The following list is not intended to be exhaustive but indicates the range of duties and the level of responsibility involved.

Main Duties and Responsibilities

Planning

- Plan and prepare lessons individually or with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- Support the teaching of the EYFS (including phonics) and National Curriculum 2014, be familiar with lesson plans, assessment and monitoring.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.

- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

- With teachers evaluate pupils' progress through a range of assessment activities.
- Assess identified / groups of pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs; reporting to SENCo & SLT where necessary
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

- Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
- Offer mentoring support and guidance for older pupils undertaking work experience activities within primary schools.
- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Safeguarding

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.

- Provide physical support and maintain personal equipment used by the children at the school.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise pupils in the playground and plan and organise play time activities.
- Assist teachers 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 psychologists, and physiotherapists.

Other

- Any other duties required by the class teacher and SLT, which is within the scope of this post.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children and follow the school's Child Protection, Safeguarding Policies and procedures.
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time

General

- Maintain confidentiality in and outside the workplace;
- Support the implementation of academy policies;
- Promote the inclusion and acceptance of all pupils;
- Be aware of and understand safeguarding protocol and procedures and the importance of taking appropriate action;
- Attend and participate in meetings and training opportunities;
- Carry out any other reasonable tasks/duties as required by The Trust in accordance with the needs of The Trust.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation.

Confidentiality

During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of The Park Federation Academy Trust or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 2018.

Safeguarding

In accordance with the commitment of The Park Federation Academy Trust to follow and adhere to the Department for Education guidance entitled "Keeping Children Safe in Education", it is the individual's responsibility to promote and safeguard the welfare of children and young people in the Academy. A satisfactory DBS check is required for this post.

HLTA - Person Specification

Criteria	Essential	Desirable
Experience & Qualifications	<ul style="list-style-type: none"> • A minimum of two years' experience of working with children preferably in an education setting. • Experience required in primary schools • Meet HLTA standards effectively and efficiently. • Holds a HLTA qualification or equivalent (or near to completion) • Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C). • Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. 	<ul style="list-style-type: none"> •
Skills & Knowledge	<ul style="list-style-type: none"> • Knowledge of the requirements of the national literacy and numeracy strategies. • Knowledge & understanding of the EYFS (including Phonics) and National Curriculum including the literacy and numeracy strategies. • Understanding and implementing behaviour management strategies. • Good understanding of child development and learning processes and ability to observe, monitor and provide constructive feedback. 	<ul style="list-style-type: none"> • Understanding of First Aid procedures. • A basic understanding of principles of child development and learning processes. • Knowledge and understanding of SEN. • Ability to plan effective actions for pupils at risk of underachieving. • Understanding of a range of support services and other agencies as appropriate. • Understanding of statutory frameworks related to teaching. •
Personal Qualities	<ul style="list-style-type: none"> • Suitability to work with children • Warmth and enthusiasm • An ambitious approach to promoting children's learning • A personal desire to learn and participate in appropriate training • Ability to listen and act on advice • Commitment to equal opportunities • Good organizational skills • Initiative and flexibility • Being able to deal calmly with difficulties 	<ul style="list-style-type: none"> • Sound IT skills to support learning and maintain electronic information systems