



PURPOSE OF THE JOB:

- To work collaboratively with teaching staff to raise the learning and attainment of children.
- To assist teachers in the whole planning cycle and the management/preparation of resources.
- To complement teachers' delivery of our curriculum.
- To promote pupils' independence, self-esteem and social inclusion.
- To cover whole classes (where appropriate) and teach during the short-term absence of teachers / release of teachers for PPA or leadership time.
- To give support to children, individually or in groups, so they can access the curriculum, take part in learning and experience success

MAIN DUTIES

PLANNING:

- Plan and prepare lessons with teachers, participating in stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/plans.
- Supporting the monitoring, recording and reporting of children's performance and progress as appropriate to the role
- Develop and prepare resources for learning activities where necessary in accordance with lesson plans and in response to children's need through use of effective AfL.
- Read and understand lesson plans shared prior to lessons (if available).
- Prepare the classroom learning environment ahead of teaching and learning.

TEACHING AND LEARNING:

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- Direct the work, where relevant, of other adults in supporting learning
- Provide verbal and written feedback on lesson content, children's responses to learning activities and behaviour, to teachers and leaders.
- Motivate children to learn so that they make progress by using clearly structured, engaging teaching and learning activities.
- Be familiar with the progression of a unit of lesson plans, ILP's targets and learning objectives.

- 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 and self-reliance.
- Support the role of parents in children's 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:

- Assess children's responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor children's participation and progress and provide constructive feedback to children in relation to their progress and achievement.
- With teachers, evaluate children's attainment progress through a range of assessment activities.
- Assist in maintaining and analysing records of children's progress.
- To 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.

PASTORAL AND SAFEGUARDING:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- 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 their child's attendance, access and learning, and supporting home to school and community links.
- 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.
- Supervise pupils at times other than during lessons according to the school's duty arrangements.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in a child's education: these may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

OTHER:

- Any other duties required by the Assistant Headteacher or the Headteacher, which is in the scope of the post.
- At all times carry out duties with due regard to the school's Health and Safety policy.

HLTA: PERSON SPECIFICATION

D = Desirable (all other specifications are essential)

PROFESSIONAL QUALIFICATIONS	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths • First-aid training, or willingness to complete it • HLTA qualification / a willingness and desire to undertake this qualification as a part of professional development for the role OR • A committed and experienced teacher who is looking to step away from full-time whole class responsibility while continuing to make a meaningful impact on pupils' learning and wellbeing (D)
EXPERIENCE	<ul style="list-style-type: none"> • Experience of working in a school environment or other educational setting (D) • Experience of working with children / young people • Experience of planning and leading teaching and learning activities (D)
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly using ICT to support learning • Understanding of roles and responsibilities within the classroom and whole school context • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice (D)
DEVELOPING SELF AND WORKING WITH OTHERS	<ul style="list-style-type: none"> • Understands own strengths and areas for development, is self-motivated and reflective. • Acts on feedback or self-evaluation in order to improve own performance. • Demonstrates high expectations for self and others. • Communicate effectively with parents with regard to pupils' achievements and well-being (D)

**PERSONAL
SKILLS AND
ATTRIBUTES**

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school
- Has energy, enthusiasm and passion.
- Is approachable, able to communicate effectively and concisely and is a good listener.
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality

PERSONAL SKILLS AND ATTRIBUTES (CONTINUED)	<ul style="list-style-type: none"> • Is flexible, creative and helps others solve problems. • Resilient, positive, forward looking and enthusiastic about making a difference • Is able to motivate and inspire, having a presence and integrity that inspires confidence and trust.
SAFEGUARDING CHILDREN	<ul style="list-style-type: none"> • Has a strong understanding of safeguarding requirements and practise of ensuring that children are safe from harm. • Has a strong understanding of responsibilities in ensuring that children are safe and ensures that policies and guidance are followed.

This job description may be amended at any time in consultation with the postholder.