

# The Federation of Bedenham and Holbrook Primary Schools



## Higher Level Teaching Assistant Role Profile – September 2024

**Responsible to:** Executive Headteacher

### **Job Purpose**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This includes providing cover for PPA and planned absences under the direction of the class teacher, and emergency cover in the case of illness or other unforeseen circumstances. This may involve planning, preparing and delivering learning activities for individuals/groups or whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.

### **Support for the children**

- Assume whole class responsibility for teaching and learning, as directed by the teacher.
- 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
- Work with the SENDCO to develop and implement EHCPs.
- 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.

### **Support for the teacher**

- 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.
- Promote good learning behaviours, dealing promptly with conflict and incidents within and beyond the classroom in line with policy.

### **Support for the curriculum**

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses / needs.
- Direct the work, where relevant, of other adults in supporting learning
- 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.

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### Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure 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.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.

### The key decision-making areas in the role

- A level 1 HLTA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher and will implement lesson plans, deal with pupil behaviour and make judgments about pupil progress/pupil needs without reference to the teacher.
- A level 1 HLTA, due to training and expertise, will normally carry a specific specialist responsibility (eg. Speech therapy) and support and develop other staff in the school when help is needed in this area.

### The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, senior leaders, special needs governor, other members of governing body.
- External (outside school) – (usually under the direction of the teacher) e.g. Education Psychologist, Primary Behaviour Service, parents, Occupational therapists/physiotherapists, SALT, other LA specialist colleagues.

### Working conditions – environment, and physical effort or strain.

- School and classroom-based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm.
- External working on trips, educational visits etc.
- Manual handling responsibilities.
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging, difficult and sometimes violent, and deal with racial/abusive language and bullying in line with school policy and statutory guidance.
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

### Context/additional information

- There is a multi-role aspect to this job in that the expertise of the Level 1 postholder will affect the depth and range of support the class teacher can expect.

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- It has a high confidentiality component and needs to hold the trust and confidence of both the pupils and the teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school.
- High levels of stress are generated by various aspects of the role including when dealing with individual pupils and/or groups with complex and demanding learning needs. The postholder's working hours predominantly require constant pupil contact.

### **Notes:**

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

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### Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>• HLTA Award, or other equivalent qualification</li> <li>• GCSE Grade 4 (previously Grade C) or equivalent in English and Mathematics</li> <li>• In-school Safeguarding, Health &amp; Safety and Curriculum training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working in a school environment or other educational setting</li> <li>• Experience working with children / young people with special educational needs (SEN)</li> <li>• Experience of planning and leading teaching and learning activities (under supervision), including adapting activities to meet the needs of individual pupils</li> <li>• Strong knowledge and application of school policies e.g. Behaviour, Safeguarding, Child Protection, Code of Conduct</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ Good literacy and numeracy skills</li> <li>➤ Good organisational skills</li> <li>➤ Ability to build effective working relationships with pupils and adults</li> <li>➤ Skills and expertise in understanding the needs of all pupils, and ability to work with support all children, including those who can be especially challenging</li> <li>➤ Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>➤ Excellent verbal communication skills</li> <li>➤ Ability to work as part of a team and to be flexible in their approach to daily routines</li> <li>➤ Active listening skills</li> <li>➤ The ability to remain calm in stressful situations</li> <li>➤ Knowledge of guidance and requirements around safeguarding children</li> <li>➤ Good ICT skills, particularly in using ICT to support learning</li> <li>➤ Understanding of roles and responsibilities within the classroom and whole school context</li> <li>➤ Understanding of effective teaching methods</li> <li>➤ Knowledge of how to successfully lead learning activities for a group or class of children</li> <li>➤ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</li> <li>➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>

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<b>Personal qualities</b>	<ul style="list-style-type: none"><li>➤ Enjoyment of working with children</li><li>➤ Sensitivity and understanding, to help build good relationships with pupils</li><li>➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>➤ Commitment to maintaining confidentiality at all times</li><li>➤ Commitment to safeguarding pupil wellbeing and equality</li><li>➤ Resilient, positive, forward looking and enthusiastic about making a difference</li><li>➤ Capacity to inspire, motivate and challenge children and young people</li></ul>
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