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**Tadley Community Primary School**

**HLTA Level 1 Role Profile**

**Section A**

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| **Role Title:** | **Higher Level Teaching Assistant Level 1** |
| **Reports To:** | **SENCo and/or Member of the Senior Management Team, Phase Leader and Class Teacher** |
| **Role Purpose:** | **To provide learning activities for classes and deliver lessons, set by or with teachers, under the professional direction and supervision of a qualified teacher.** |

**Section B**

**Role Requirements:**

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| **Accountabilities** | **Accountability Statements** |
| **Support for Pupils** | * Assume whole class responsibility for teaching and learning, as directed by the teacher.
* Use specialist skills to support pupils, fostering independence
* Assist with Individual Education Plans
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| **Support for Teachers** | * Working unsupervised, assist the teacher to create an appropriate learning environment.
* Work with the teacher in lesson planning, adjusting plans as appropriate.
* Evaluate pupil’s responses to activities through planned observation/assessment
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| **Support for Curriculum** | * At whole class level, contribute to and implement curriculum programmes
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| **Support for the school** | * Establish constructive relationships with agencies
* Supervise pupils on school trips/out of school activities
* Provide training and support to staff as appropriate in area of strength/expertise
* Some limited supervisory responsibility
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| **Statutory Initiatives/Health and Safety** | * Maintain an awareness of school, national and statutory requirements and apply these in the workplace.
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**Section C**

**Key Areas of the Role:**

* A Level 1 HLTA will implement lesson plans, manage pupil behaviour and make judgements about pupils progress/pupil needs without reference to the teacher.
* Works to develop pupil’s social and academic development.
* Provides verbal and written feedback to pupils, including supportive marking of children’s work.
* Consider SEN issues liaising with the teacher.
* A Level 1 HLTA will work unsupervised and without the close presence of the teacher, whilst working under the general direction of a teacher.
* A Level 1 HLTA will carry a specific specialist responsibility (e.g Speech Therapy) and support and develop other staff in the school when help is needed in this area.
* A Level 1 HLTA carries supervisory/induction/mentoring responsibility for other LSA’s and if they hold a specialist qualification, will also guide teaching staff in this area. They will also brief and support new staff (including teachers) on the stage of development of pupils.
* Implements school and National policies.
* Playtime supervision and medical duties.
* The HLTA must have a high level of confidentiality and needs to hold the trust and confidence of both the pupils and teachers.
* A Level 1 HLTA undertakes whole class supervision in the absence of the class teacher as required and according to the needs of the school.

**Section D**

**The Main Contacts – External /Internal**

* Internal – pupils, other colleagues, teachers, SENCo, Headteacher and Governors.
* External – Educational Psychologist, Education Welfare Officer, Parents, Doctors, Hospital Staff, Occupational Therapists/Physiotherapists, LEA Officers/colleagues, Specialist Groups on educational visits, Students, Police.

**Section E**

**Working Conditions**

* School and classroom based learning environment. Responsibility, with teacher, for maintaining calm
* External working on trips, educational visits etc
* Trained to undertake very personal/intimate medical work for children with special needs
* May be skilled in restraint techniques for dealing with difficult children
* Expected to maintain behaviour management standards of children, some of whom can be especially challenging and difficult, and deal with racial/abusive language and bullying
* Health & Safety responsibility for self, children and area.

**Section F**

**Progression in Role**

**All HLTA’s at Level 1 should have:**

* Empathy with pupils and be sympathetic to their needs
* Excellent literacy and numeracy skills
* Good communication skills and be able to clarify and explain instructions clearly
* Can use ICT effectively to support learning.
* Working knowledge of National/Foundation Stage curriculum, particularly Literacy and Numeracy requirements, and other relevant learning programmes/strategies.
* Professionally discrete and able to respect confidentiality on particular issues
* Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of different people
* Team Worker
* Meet Higher Level Teaching Assistant Standards.
* NVQ 3 or equivalent qualifications
* Minimum of 2 year’s relevant experience in a teaching/learning/child support working environment.

**To become effective in the role Level 1 HLTA’s should have:**

* a good knowledge of school and school systems/policies
* developed an effective approach towards pupil discipline and behaviour
* a relationship between and respective responsibilities of teacher and LSA
* professional relationships between staff, pupils and other agencies
* a good health and safety knowledge
* independent working, supported by teacher, with groups or whole classes of children

**To demonstrate effectiveness in the role HLTA’s should:**

* Firm, sensitive and effective approach towards pupil discipline
* Good organisational ability
* Able to work at an advanced level with the teacher in planning and delivery of teaching activities (including those defined in Individual Education Plans)
* Able to implement Individual behaviour Management Plans where appropriate.
* Excellent Literacy and Numeracy skills, reflected in subject knowledge during lesson delivery
* Effective use of ICT
* Able to monitor, evaluate and record pupil progress
* Competent in working with group of pupils without direct supervision from the teacher
* Ability to apply knowledge and skills from training in practical classroom context
* Flexible in relation to tasks undertaken and groups/children allocated.
* Ability to motivate and encourage children appropriately
* Ability to work independently and with initiative
* Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts
* Possession of specialist qualifications/skills to deal with needs of particularly challenging pupils.
* Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

**The advanced role holder would also demonstrate:**

* Inputting to, and where appropriate, leading on professional development of school staff during in-service activity.
* Recognised for expertise in school and possibly more widely in LEA.
* Taking responsibility for a whole class under the overall direction/planning of the teacher.
* Management/deployment of other LSA’s.
* Mentoring of other HLTA’S/LSA’s.
* Support for the Induction of staff in the school including, in appropriate circumstances, teaching staff.
* Able, under the overall direction of the teacher, to take responsibility for meetings with external school contacts e.g parents. Educational Psychologist, GP.
* Training in the relevant strategies and/or particular curriculum or learning area.
* Ability to self-evaluate learning needs and actively seek learning opportunities.