



JOB DESCRIPTION

Title:	HLTA
Grade:	D, Support Staff
Responsible to:	Headteacher
Purpose of the Job:	To provide learning activities for classes and deliver lessons set by or with teachers, under the professional direction and supervision of a qualified teacher

Duties and Responsibilities

Supporting the Pupils

- Assume whole class responsibility for teaching and learning, as directed by the teacher.
- Develop an understanding of the specific needs of the children.
- Take into account any special needs involved to aid the children to learn as effectively as possible both in group situations and individually by:
 - clarifying and explaining instructions
 - ensuring pupils are able to use equipment
 - motivating and encouraging as required
 - assisting in weak areas, e.g. language, behaviour, reading, spelling, handwriting/presentation, number
 - helping pupils to concentrate on and finish work; thus encouraging pupils towards independence
 - meeting physical needs as required, whilst encouraging independence
 - liaising with the class teacher
 - contributing towards the planning and delivery of complementary learning activities
- Establish a supportive relationship with the children.
- Encourage acceptance and integration of any child with special needs.
- Assist with IEP's (Individual Education Plans).
- Develop ways of promoting/reinforcing children's self-esteem.
- Deliver appropriate special needs programmes.

Supporting the Teacher

- See where help is needed, show initiative and act, sometimes without precise direction.
- Working unsupervised, assist the teacher to create an appropriate learning environment.
- Assist the class teacher with lesson planning, adjusting plans where necessary.
- Implement lesson plans, deal with pupil behaviour and make judgements about pupil progress/pupil needs without reference to the teacher.
- Be able to use a variety of resources with confidence.
- Take part in the evaluation of activities.
- Provide regular feedback about the children to the teacher.
- Prepare activities, e.g. setting out equipment or materials.
- Assist the class teacher in the mounting and display of children's work.
- Participate in assessment to identify pupils who need extra help to overcome learning difficulties and assess progress.

Supporting the School

- Where appropriate, develop and foster links between home and school.
- Liaise, advise and consult with other teaching and support staff when asked to do so.
- Be aware of the school's procedures.
- Assist the class teacher on school outings.
- Be flexible and adaptable.

- Attend meetings of the support staff team.
- Assist with supervision of children at playtimes, when required.
- Be prepared to develop your own skills and abilities through appropriate INSET.

Supporting learning during whole-class teaching

- Ensure curriculum access (eg by simplifying or translating the teacher's language; helping a pupil to formulate answers to questions; helping a pupil to use resources; scribing).
- Work with pupils who need support and giving them focused help (eg reminding pupil of previously learnt strategies; encouraging use of correct language).
- Use images, pictures, tactile and practical resources to help pupil's understanding.
- Provide appropriate praise and encouragement.
- Support pupils with behavioural difficulties (eg helping them to settle and involve them; helping to keep attention directed to the task).
- Observe individual pupils for assessment purposes.
- Monitor progress of class or individuals on behaviour and learning targets and feeding back to the classteacher, as appropriate.

Supporting learning in group and independent work

- Ensure access to the task (eg by scribing, helping pupils to use ICT, providing adapted resources).
- Reinforce the teaching in an earlier part of the lesson; giving time for more explanation and examples and for pupils to explain their thinking to others.
- Support work on teacher-planned differentiated tasks.
- Supervise the class while the teacher works with a particular group.
- Undertake some whole class teaching without the presence of the class teacher.

Supporting the learning of individuals

- Enable interaction between the pupil and his/her peers.
- Use strategies to reduce the risk of over-dependency.
- Use discretion when correcting the pupil.
- Assist the pupil to reinforce the learning acquired during interventions.