Job Description for Higher Level Teaching Assistants

General Description of Post

HLTAs are appointed in an extended role to work as part of a team of teachers, other teaching assistants and other professionals, under the general direction of the Head Teacher.

The Head Teacher is responsible for the overall policy and educational programme of the school and for matters of control and discipline within the appropriate Articles of Government.

Qualifications

HLTAs must have successfully achieved HLTA status as established by the relevant professional standards.

Duties

HLTAs are members of a multi-disciplinary team working under the supervision and general direction of a qualified teacher.

They will: (a) contribute to a wide range of teaching and learning activities.

(b) Assist and support the work of qualified teachers with individual pupils, small groups and whole classes where the assigned teacher is not present, either when a teacher is absent or working with a whole class for a certain period during the week across the school.

(c) support the work of the Learning Mentor

HLTAs will:

Support the pupils by:

1. Liaising sensitively and effectively with parents and carers with regard to their role in pupil learning.

2. Having sufficient understanding of the EYFS National Literacy Framework, National Numeracy Framework and other curriculum areas to support pupils' learning.

3. Being familiar with age related expectations of pupils, the main teaching methods and the assessment framework in the relevant subjects

4. Understanding how to use common ICT tools to advance pupils' learning.

5. Promoting and reinforcing pupils' self esteem.

Support the teacher by:

1. Contributing to teachers' planning and preparation of lessons and providing feedback to pupils and colleagues concerning pupils learning and behaviour.

2. Contributing effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.

3. Evaluating pupils' progress through a range of assessment activities and monitor pupils' participation, progress and responses to learning.

4. With the teacher, maintain and analyse records of pupils' progress.

5. Using behaviour management strategies, in line with the school's policy and procedures and contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively within the classroom.

Support the curriculum by:

1. Understanding the aims and content of teaching strategies and intended outcomes, and their place in the related teaching programme.

2. Understanding the key factors which affect the way pupils learn.

3. Promoting and supporting the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.

Support the school by:

1. Supporting the school's policies relating to managing diversity and inclusion, and promoting positive attitudes, values and behaviour.

2. Maintaining successful relationships by treating pupils consistently with respect and consideration.

3. Using a range of strategies to provide a purposeful learning environment and promoting good behaviour.

4. Understanding and implementing all school policies and procedures, including Health and Safety policies.

5. Where appropriate, guiding the work of other adults who are supporting teaching and learning in the classroom.

6. Ensuring the safe organisation of learning activities and the physical teaching space and resources for which they have responsibility.

7. Carrying out any other duties which may reasonably be regarded as within the nature of the duties and responsibilities of the post as defined.

8. Supporting the provision of PPA time for teaching staff.

<u>Support their own personal development by:</u>

1. Working collaboratively with colleagues.

2. Seeking help and advice as appropriate.

3. Building on and developing prior specialist knowledge and experience.

4. Undertaking further training as appropriate.

5. Seeking to improve practice via observation and discussion with colleagues.

6. Using common ICT tools to develop their own learning.