# Higher Level Teaching Assistant (HLTA)
## Job Description

| Purpose | To provide the highest quality of education, care and preparation for life for all students in the school.  
|         | To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.  
|         | To model the school’s vision and values through implementation of agreed policy, practices and procedures.  
|         | To work closely with teaching staff to promote effective working to improve learning and teaching and raise achievement for all students.  
|         | To motivate staff and pupils.  
|         | To maintain The Royal School’s high academic and wellbeing expectations.  
|         | The job description is to be carried out within a system of supervision by qualified teachers.  
|         | To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.  
|         | To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.  
|         | To provide regular pattern of cover for class teachers.  
|         | To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life. |

| Accountable to | SENCO |
| Accountable for | Academic and pastoral support of pupils. |

| Salary | Dependent upon experience and qualifications. Term time only plus INSET days. |

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<th>Main Responsibilities:</th>
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| **Planning** | • Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.  
|         | • Develop and prepare resources for learning activities in accordance with lesson / termly plans and in response to pupil need. |
| **Learning and teaching** | • Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes. |
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- Support the teaching of Literacy and Numeracy by delivering intervention programmes to groups of pupils. To assist pupils to access the full curriculum. Be familiar with lesson plans, individual targets and learning objectives.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- 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 cooperatively with others.
- In accordance with arrangements made by the Principal, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- 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 of self-reliance.
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.

**Monitoring and assessment**

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

**Mentoring, supervision and development**

- Manage other teaching assistants and undertake, induction, training and mentoring for other teaching assistants.
- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
- Support and guide other less experienced teaching assistants’ work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work, aims of the school by
attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings when crucial and training days/events as requested.

| Behavioural and pastoral | • 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.  
• Understand and implement school child protection procedures and comply with legal responsibilities.  
• Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.  
• Provide support and assistance for children’s pastoral needs, for example, dressing, caring for sick, injured or distressed children.  
• Physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.  
• 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.  
• Supervise pupils in the playground and plan and organise play time activities. |

| General Duties | • To adhere to the policies and procedures of the Royal School.  
• To share in the corporate responsibility for the development and well-being of all students.  
• Make a positive contribution to the wider life and ethos of the school;  
• Demonstrate consistently the positive attitudes, values and behaviour which are expected within the School community based on mutual respect between students and staff  
• To take a pro-active part in the school’s performance management system, with the ultimate aim of improving standards of teaching and learning in the school.  
• To take reasonable care of one’s own health and safety and that of others and inform the Estates Manager of any concerns with regard to health and safety  
• Any other duties required by the Class teacher, Vice and Assistant Principal, or the Principal, which is within the scope of this post. |
- At all times carry out duties with due regard to the school’s Health and Safety policy.
- To work within and encourage the school’s Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To take a lead role in the oversight and development of the lunchtime activities and supervision, under the direction of the Deputy Principal.

| Ethos         | Promoting the ethos of the School, as expressed in the mission and vision statements, is a shared responsibility to which all staff make a significant contribution. |
## Higher Level Teaching Assistant Person Specification

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<th>SPECIFICATION</th>
<th>ESSENTIAL</th>
<th>DESIRABLE</th>
<th>HOW IDENTIFIED</th>
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| **Education/ Training** | • A suitable qualification in child care.  
• GCSE grade C in English and Math. | • First aid training  
• Safeguarding training | Production of the Applicant’s certificates |
| **Experience** | • Experience with working with EYFS/ KS 1-2 age group  
• Placement in similar settings.  
• Experience of children with SEND needs, learning disorders and other challenges to learning. | Experience of working with children from at least two different settings. | Contents of the Application Form  
Interview  
Professional references |
| **Knowledge** | A detailed knowledge of the EYFS and KS 1-2 curriculum.  
A knowledge and understanding of obstacles to learning and the strategies involved in overcoming these. | | Contents of the Application Form  
Interview  
Professional references |
| **Skills/ Attributes** | • The ability to work with young children  
• The ability to administer and update pupils’ records.  
• The communication skills needed to work cooperatively with SENCO and other members of SLT.  
• Ability to act on initiative to provide Provision map support and targets.  
• Ability to liaise with and inspire confidence in colleagues and parents. | • Creativity  
• Enthusiasm  
• Patience  
• Commitment  
• Ambition  
• Team work | Contents of the Application Form  
Interview  
Professional references |
| **Personal Qualities** | • Motivation to work with children and young people  
• Ability to form and maintain appropriate relationships and personal boundaries with children and young people  
• Emotional resilience in working with challenging behaviours  
• Positive attitude to use of authority and maintaining discipline  
• A professional approach to work, working relationships, conduct and dress.  
• Flexibility, e.g. working across key stages and subject areas | Versatility  
A warm and kind disposition and the ability to work well with others. | Contents of the Application Form  
Interview  
Professional references |