



Colnbrook C. of E. Primary School

Job Description

Higher Level Teaching Assistant (HLTA)

Actual Salary/Grade:

Hours: 8:00am – 4:00pm, Monday to Friday

Responsible to: Senior Leadership Team

Colnbrook C. of E. Primary School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Purpose

The HLTA will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' safeguarding, independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
- Teach a whole class, when required

Duties and Responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching, as and when appropriate
- When leading the class, assume the role of the class teacher and follow the day to day processes and procedures, in line with school policy
- Supporting teachers in the management of teaching resources and the organisation of teaching spaces
- Supporting learning by providing in-class support
- Direct the work, where relevant, of other adults in supporting learning

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Contributing to the planning and preparation of resources, when required
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents
- Carry out break duties, as and when required

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Attend staff briefings and staff meetings

Other Areas of Responsibility**Safeguarding**

In accordance with the Trust's commitment to follow and adhere to the most recent versions of the Department for Education's (DfE) guidance entitled "Keeping Children Safe in Education" and "Safeguarding

Children and Young People and Young Vulnerable Adults Policy” and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the Trust.

You are also required to know and comply with the most recent version of the DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People.’ You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times.

The HLTA will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Personal Specification

QUALIFICATIONS & EXPERIENCE	Essential	Desirable
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths	✓	
HLTA qualification		✓
Very good numeracy/literacy skills.	✓	
Skills and expertise in understanding the needs of all pupils	✓	
Understanding of roles and responsibilities within the classroom and whole school context	✓	
Understanding of effective teaching methods	✓	
Experience of working with relevant age groups within a learning environment.	✓	
Experience of working with pupils with additional needs		✓
Experience of planning and delivering learning activities	✓	
Experience of planning and leading teaching and learning activities	✓	
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils		✓

Good organisational skills	✓	
Excellent verbal communication and listening skills	✓	
Training in relevant learning strategies to support children with additional needs e.g. PECS, Makaton, Colourful Semantics		✓
First aid training, or willingness to complete it		✓
PROFESSIONAL VALUES AND PRACTICE	Essential	Desirable
Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.	✓	
Able to build and maintain successful relationships with pupils, treating them equitably with respect and consideration.	✓	
Demonstrate a commitment and ability to raising educational achievement to all pupils and to promote positive values, attitudes and behaviour.	✓	
Understand the roles of parents and carers in pupils' learning and development and demonstrate ability to liaise with parents and carers sensitively and effectively.	✓	
Demonstrate a willingness and ability to improve own practises and methodologies through the utilisation of available information, tools, evaluation, observation and discussion with colleagues, mentors and line-managers.	✓	
KNOWLEDGE AND UNDERSTANDING	Essential	Desirable
Demonstrate sufficient understanding of defined specialist area to support pupils' learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.	✓	
Demonstrate familiarity with the school curriculum, the age related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.	✓	
Knowledge of guidance and requirements around safeguarding children	✓	
Full working knowledge of relevant policies and codes of practice and relevant legislation.	✓	
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	✓	
Working knowledge of the national/foundation stage curriculum and other relevant learning programmes/strategies	✓	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities	✓	
Ability to work constructively as part of a team, understanding classroom roles and responsibilities.	✓	

Aware of the statutory frameworks relevant to the role.	✓	
Can use ICT effectively to support learning.	✓	
Use of other equipment and technology e.g. video, photocopier etc.	✓	
Able to monitor and record progress towards personalised targets	✓	
Personal qualities	Essential	Desirable
Enjoyment of working with children Capacity to inspire, motivate and challenge children and young people	✓	
Commitment to safeguarding pupil's wellbeing and equality	✓	
Commitment to maintaining confidentiality at all times	✓	
Resilient, positive, forward looking and enthusiastic about making a difference	✓	
A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school	✓	
Sensitivity and understanding, to help build good relationships with pupils	✓	
Be a team player	✓	
Ability to motivate and inspire staff and pupils	✓	
Ability to use tact, diplomacy, sensitivity and good humour	✓	
Ability to understand others and create trust	✓	
Effective written and spoken communication	✓	
Ability to demonstrate personal and emotional resilience when working in a range of challenging situations	✓	
Commitment to safe-guarding and promoting the welfare of children and young people	✓	
Willingness to undergo appropriate checks including enhanced DBS checks	✓	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓	
Emotional resilience in working with children's behaviours and attitudes to use for authority and maintaining discipline	✓	

Notes:

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

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____