

# HLTA Job Description

**Job Title: Higher Level Teaching Assistant**

**School: St Marys CE Primary Halton**

**Salary Grade: Scale 5 £27,711 - £30,060 FTE (Pro rata £16031.85 – £17390.83)**

**Post Reports to:** Headteacher

**Post Responsible for:** No responsibility for staff

## **Main Purpose of the Job:**

To be responsible for promoting and safeguarding the welfare of children and young people within the school

Under the direction and supervision of a qualified teacher and in accordance with arrangements made by the Headteacher of the school, to assist in the planning, preparation, monitoring and assessment of specified work as defined by the Education Specified Work and Registration (England) regulations 2003 of section 133 of the Education Act 2002 and in The Education (Specified Work) (England) Regulations 2012. This may involve delivering learning activities for individual, group / whole classes of pupils under an agreed system of supervision.

## **SUMMARY OF RESPONSIBILITIES AND PERSONAL DUTIES:**

### **Major Duties and Responsibilities**

1. Planning
2. Monitoring & Assessment
3. Teaching & Learning Activities

### **Job Activities:**

#### Planning

1. To contribute effectively to teacher's planning and preparation of lessons
2. As directed by the teacher, to plan one's own role in lessons, including providing feedback to pupils and colleagues on pupil learning & behaviour
3. To contribute to the selection & preparation of teaching resources which meet the diversity of pupils' needs and interests
4. To contribute effectively to the planning of pupils' learning in out-of-school contexts, in accordance with school policies and procedures

#### Monitoring & Assessment

1. To support teachers in evaluating pupils' progress through a range of assessment activities
2. To monitor pupils' responses to learning tasks and modify one's approach accordingly
3. To monitor pupils' participation and progress, providing feedback to teachers and giving constructive support to pupils as they learn

4. To contribute to maintaining and analysing records of pupils' progress

#### Teaching & Learning Activities

1. To use clearly structured teaching and learning activities to interest and motivate pupils and advance pupil learning
2. To communicate effectively and sensitively with pupils to support their learning
3. To promote and support the inclusion of all pupils in learning activities
4. To use behaviour management strategies, in line with the school's behaviour management policy and procedures, to contribute to a purposeful learning environment
5. To advance pupils' learning in a range of classroom settings, including working with small groups and whole classes where the assigned teacher is not present
6. To guide, where relevant, the work of other adults supporting teaching and learning in the classroom
7. To recognise and respond effectively to equal opportunity issues as they arise, including challenging stereotyped views and bullying or harassment, following relevant policies and procedures
8. To organise and manage safely the learning activities, physical teaching space and resources for which you have responsibility.

CDAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff within this area to share this commitment and to have understanding of the common core skills and knowledge.

To work positively and inclusively with colleagues and customers so that the school provides a workplace and delivers services that do not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities.

To fulfill personal requirements, where appropriate, with regard to school and CDAT policies and procedures, health, safety and welfare, customer care, emergency, evacuation, security and promotion of the schools priorities.

To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.

The ability to converse at ease with parents and pupils and provide advice in accurate spoken English is essential for this post.

## St Mary's CE Halton Person Specification

**Post Title:** Higher Level Teaching Assistant scale 5

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview. Any interview questions or additional assessments (tests, presentations etc.) will be broadly based on the criteria below.

Competency	SCORE					Essential or Desirable
	0	1	2	3	4	
<b>Knowledge:</b>						
An understanding of classroom roles and responsibilities						<b>Essential</b>
Knowledge of relevant policies and codes of practice and awareness of relevant legislation as it relates to schools and pupils						<b>Essential</b>
<b>Experience:</b>						
Experience of working with relevant age groups within a learning environment.						<b>Essential</b>
Experience of general clerical/ administrative work						<b>Essential</b>
Experience of developing and maintaining positive working relationships						<b>Essential</b>
Experience in a relevant discipline						<b>Essential</b>
Experience of assisting in planning and preparing lessons						<b>Essential</b>
Experience of behaviour management						<b>Essential</b>
<b>Skills:</b>						
Ability to work well as part of a team, developing and maintaining positive working relationships with other team members						<b>Essential</b>
Ability to provide excellent customer service						<b>Essential</b>
Ability to relate well to children and adults						<b>Essential</b>
Ability to provide necessary personal care to children						<b>Essential</b>
Ability and willingness to participate in training						<b>Essential</b>
Ability to communicate effectively face to face, by telephone or written word with a diverse range of people						<b>Essential</b>
Ability to make effective use of ICT and other technology						<b>Essential</b>
Ability to contribute to the continual improvement of teaching and learning						<b>Essential</b>

Ability to achieve personal objectives on time and to the agreed standard whilst having consideration to the effect on others						<b>Essential</b>
Ability to take responsibility for the development and learning of self and others						<b>Essential</b>
Ability to observe, monitor and provide constructive feedback on pupils' progress						<b>Essential</b>
Ability to understand the principles of child development and learning processes and in particular barriers to learning						<b>Essential</b>
Ability to use clearly structured teaching and learning activities to interest and motivate pupils and advance pupil learning						<b>Essential</b>
Ability to use behaviour management strategies within the school behaviour management policy						<b>Essential</b>
Ability to converse at ease with customers and provide advice in accurate spoken English						<b>Essential</b>
<b>Education and Qualifications:</b>						
Numeracy and Literacy Skills						<b>Essential</b>
Training in relevant strategies in appropriate curriculum or learning area						<b>Essential</b>
Ability and willingness to identify own training needs, to participate in training and to evaluate own learning						<b>Essential</b>
<b>Work related Commitments:</b>						
Understands and actively supports school's diversity and equality policy.						<b>Essential</b>
Willingness to uphold and support the Christian vision and ethos of the school.						<b>Essential</b>
Ability and willingness to have good attendance						<b>Essential</b>
Willingness to be flexible in a changing environment						<b>Essential</b>

### Scoring key

- 0 – Not met essential criteria
- 1 – Partially meets essential criteria
- 2 – Meets criteria
- 3 – Exceeds criteria
- 4 – Exceptional