

Higher Level Teaching Assistant (HTLA) Grewelthorpe & Fountains CE Federation

JOB DESCRIPTION

POST:	Higher Level Teaching Assistant (HTLA)
GRADE:	Grade F
RESPONSIBLE TO:	Head Teacher / Class Teacher
STAFF MANAGED:	None
POST REF: FS1020	JOB FAMILY: 7
JOB PURPOSE:	<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>The focus of this role is to support the learning of all learners. This role may involve working across the Federation and will be in the primary phase. Activities will involve designing and delivering both 1:1 and group interventions, supporting pupils within a range of classroom settings and assessing, recording and reporting on progress.</p> <p>It may involve supporting whole classes, on occasions, where the assigned teacher is not present, e.g. PPA time or covering short term absence.</p> <p>The role also includes a Breakfast club which involves providing breakfast and supervising the children whilst completing informal tasks.</p>
JOB CONTEXT:	<p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Within an agreed system of supervision, plan teaching and learning objectives or interventions related to identified areas of needs, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs. • Support pupils in their social and emotional wellbeing. • Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • Interact with pupils in ways that support the development of their ability to think and learn, and work independently

	<ul style="list-style-type: none"> • Support the use of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence • Encourage and motivate pupils to promote independence and resilience and increase self-esteem • Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils • Provide supervision during breaks/lunch as required
Communication	<ul style="list-style-type: none"> • Establish constructive and respectful relationships with parents/carers, exchange appropriate information. • Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
Sharing Information	<ul style="list-style-type: none"> • Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence • Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings when appropriate • Share information about pupils with teachers and other professionals as required
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate
Administration/Other	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment and resources • Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning • Participate in training and appraisal
Data Protection	<ul style="list-style-type: none"> • To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • Work with colleagues and others to maintain health, safety and welfare within the working environment
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils

	<ul style="list-style-type: none"> • Ensure services are delivered in accordance with the aims of the equality Policy Statement • Develop own and team members understanding of equality issues
Flexibility	<ul style="list-style-type: none"> • North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
Date of Issue:	September 2020

PERSON SPECIFICATION

Higher Level Teaching Assistant (HLTA) Grade F

Essential upon appointment	Desirable on appointment
Knowledge <ul style="list-style-type: none"> • Good understanding of child/young people's development and learning processes • Understanding of individual children and young peoples' needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice • An enhanced knowledge of communication and interaction and social, emotional, mental health needs and support 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection and Health & Safety legislations and procedures
Experience <ul style="list-style-type: none"> • Experience of working with children in an education setting 	<ul style="list-style-type: none"> • Experience of delivering evidence based interventions that accelerate learning. • Experience of working with KS2 children
Occupational Skills <ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers 	
Qualifications <ul style="list-style-type: none"> • Level 2 numeracy & literacy qualification or equivalent • HLTA status or QTS ** • ** It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class • Evidence of relevant training related to C&I and SEMH 	<ul style="list-style-type: none"> • Relevant NVQ level 4 or foundation degree • Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
Personal Qualities <ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise judgement • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
Other Requirements <ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people 	

<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	
Behaviours	Link

NB – Assessment criteria for recruitment will be notified separately.