**Job Description**



**Post Title: HLTA (Teaching Assistant Level 4)**

**Scale: NJC Scale 5-6 upon completion of the relevant qualifications**

**Job Description Number 0604**

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| **Job Purpose** |
| The HLTA will:To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording, and reporting on pupils’ achievement, progress, and development. To also maintain the positive ethos and core values of the school, both inside and outside the classroom and contribute to constructive team building amongst teaching and non-teaching staff, parents, and governors.  |
| **Major Tasks**  |
| * To work within our school team, supporting and planning and implementation of activities with individual or groups of children; promoting effective teaching and learning.
* To be part of our team that provides a purposeful, stimulating environment rich in learning opportunities, both indoors and outdoors.
* To establish positive and sensitive relationships with children. To act as a role model and set achievable expectations.
* Implement agreed school policies and guidelines.
* Support initiatives decided by the Headteacher and staff.
* To be responsible for the planning, development and delivery of the Primary Key Stage you work in order to meet all learning interests and needs of children, extending them where necessary.
* Plan appropriately to meet the needs of all pupils, through differentiation of tasks.
* Be able to set clear targets, based on prior attainment, for pupil’s learning.
* Provide a stimulating classroom environment, where resources can be accessed appropriately by all pupils.
* Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning as required by the school.
* Report to parents on the development, progress and attainment of pupils.
* Maintain good order and discipline amongst pupils, in accordance with the school’s behaviour policy.
* Participate in meetings which relate to the school’s management, curriculum, administration or organisation.
* Communicate and co-operate with specialists from outside agencies.
* Lead, organise and direct staff within the classroom.
* Participate in the performance management system for the appraisal of their own performance, or that of other staff.
* To inspire trust, instil confidence and embrace challenges, to raise pupil expectation and attainment.
* As a member of staff, you have a duty to safeguard and promote the welfare of children as a shared responsibility with parents and other carers. If you have any concerns about a child, other parent, provider, agency, or any person, you have a responsibility to report those concerns, record appropriately and act accordingly to ensure all children are kept safe from harm.
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| **Contacts & Relationships** |
| * Headteacher – Periodic checks to ensure standards are maintained and to keep informed of any on-going strategic issues.
* Senior Leadership Team – Periodic checks to ensure standards are maintained and to keep informed of any on-going strategic issues.
* School Business Manager – periodic checks to ensure standards are maintained and to deal with day-to-day personal issues including, staff leave, contracts and absenteeism and to keep informed of any on-going strategic issues. Information and communication received should be acted upon and responded to appropriately.
* Colleagues – Any service-related issues which may arise.
* Cleaning Team - Any service-related issues which may arise.
* Contractors - Any service-related issues which may arise.
* Visitors - Periodic checks to ensure standards are maintained, observational visitors, new parent tours.
* Parents - Any service-related issues which may arise.
* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning.
* Establish productive working relationships with pupils, acting as a role model and setting high expectations.
* Develop and implement IEPs.
* Promote the inclusion and acceptance of all pupils within the classroom.
* Support pupils consistently whilst recognising and responding to their individual needs.
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Provide feedback to pupils in relation to progress and achievement.
* Supporting the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
* Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
* Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
* Deliver out of school learning activities within guidelines established by the school
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| **Creativity** |
| * Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
* Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.
* Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
* Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
* Administer and assess/mark tests and invigilate exams/tests.
* Production of lesson plans, worksheet, plans etc.
* Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
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| **Decisions** |
| * Deliver local and national learning strategies e.g., literacy, numeracy, KS2, early years and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills.
* Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school
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| **Management & Supervision** |
| * Manage other teaching assistants.
* Liaise between managers/teaching staff and teaching assistants.
* Hold regular team meetings with managed staff.
* Represent teaching assistants at teaching staff/management/other appropriate meetings.
* Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.
* Lead, organise and direct support staff within the classroom.
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| **Supervision Received** |
| * Responsible to the Headteacher who will delegate their Line Managers to conduct annual supervision and performance management.
* Participate in the performance management system for the appraisal of their own performance, or that of other teachers.
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| **Complexity** |
| * You will complete a range of routine work with some variation in line with the primary school curriculum.
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| **Resources** |
| * Organise and manage appropriate learning environment and resources.
* Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use.
* Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
* Advise on appropriate deployment and use of specialist aid/resources/equipment.
* HLTA’s will have access to sensitive and detailed information concerning a child and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family.
* Liaison with parents is primarily the teacher’s responsibility, so any questions or queries from parents or others should be listened to carefully and then discussed with the class teacher before any reply is made. Unguarded remarks can be dangerous in this respect.
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| **Impact** |
| * All children make excellent progress and attainment.
* All children are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff.
* Parents feel well informed to support their child’s learning and development.
* The culture and ethos of the school is reflected in all activities and interactions that involve our Pupil Support Assistants on and off site.
* Ensuring good behaviour and welfare requirements are maintained at school that keep children safe.
* Provide role models and support parents to develop good practices about their child’s behaviour.  Consistent behaviour strategy results in children managing good behaviour.
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| **Physical Demands** |
| * To maintain good general health and mobility to support children indoors and outdoors when standing, sitting, or moving
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| **Working Environment** |
| * Be able to work as part of a successful, hard-working, dedicated team.
* To work with children in the outdoor environment all year round
* Occasionally may deal with families regarding difficult or distressing matters which may result in receiving verbal abuse, this would then be dealt with by the Headteacher or Deputy Head Teacher
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| **Emotional Context**  |
| * To be able to deal with emotionally stressful situations that may arise from working with families and colleagues.
* To be aware of personal stress levels and alert senior staff if issues arise
* To participate in supervision activities to address any emotionally stressful experiences.
* To occasionally deal with emotional / distressing information arising from unforeseen circumstances, i.e., safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers
 |
| **Other** |
| The postholder will be expected carry out any other duties as are within the scope, spirit, and purpose of the job, commensurate with the grade. The postholder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc. The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations. |

**Person Specification**

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| **Criteria** | **Standard** |
| **Qualifications** | * “Meet Higher Level Teaching Assistants standards or equivalent qualification or experience; excellent numeracy/literacy – equivalent to NVQ Level 2 in English and Maths; training in relevant learning strategies e.g., literacy; specialist skills/training in curriculum or learning area e.g., bi-lingual, sign language, ICT”
* Level 3 Diploma in Childcare in Education (formerly known as NNEB Diploma in Nursery Nursing) OR NVQ Level 4, Childcare in Education, City and Guilds, Advanced Certificate in Learning Support, OR two years minimum satisfactory experience as a TA, with evidence of INSET undertaken.
* Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths
* Training in relevant learning strategies e.g., literacy
* Specialist skills/training in curriculum or learning area e.g., bi-lingual, sign language, ICT
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| **Experience** | * Experience working with children of relevant age in a learning environment.
* Teaching children across the primary phases (Desirable)
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| **Knowledge** | * Full working knowledge of relevant policies/codes of practice/legislation
* Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies
* Good understanding of child development and learning processes
* Understanding of statutory frameworks relating to teaching
* Constantly improve own practice/knowledge through self-evaluation and learning from others
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| **Skills** | * Be an excellent practitioner, as evidenced by performance management, observations, and pupils’ work.
* Confident to deliver and impart professional knowledge.
* Ability to motivate other to achieve their best.
* Can use ICT effectively to support and enhance learning.
* Use of other equipment technology – video, photocopier
* Ability to self-evaluate learning needs and actively seek learning opportunities.
* High level of written and oral communication skills.
* Ability to relate well to children and adults.
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
* Have good interpersonal skills.
* Experience of using performance data to set targets that will improve pupil outcomes (desirable)
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| **Personal style & behaviours** | Evaluative PractitionerApproachablePositiveDeterminedSelf-confidentSelf-motivatedClear sightedCreativeA commitment to involve pupil parents, governors, and the community in the work of the school.Enjoy challenge and respond enthusiastically.Demonstrate a positive attitude and a proactive approach to behaviour management, promoting positive strategies and handling problems constructively.CalmEmpatheticEnthusiasticFlexibleAbility to use own Initiative.Excellent communicatorCommitment to improving student performance.Effective and supportive team member |

*Where the post has been identified as “customer facing” under the requirements of the fluency duty, please insert the paragraph below:*

This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring **C2** level under the Common European Framework of Reference for Language (CEFR).

*This has been chosen* ***C2*** *because the role will need to understand with ease virtually everything heard or read, can summarise information from different spoken and written sources and can express themselves spontaneously and very fluently and precisely, differentiating finer shades of meaning even in the most complex situations”.*

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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| **Type of criminal records checks required for this post** | **Ticked as required** |
| None |  |
| Basic Disclosure |  |
| Standard Disclosure |  |
| Enhanced Disclosure | ✓ |
| Working with Adults - Regulated Activity |  |
| Working with Children - Regulated Activity |  |

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>

**Common European Framework of References for Languages (CEFR) levels**

The Common European Framework divides learners into three broad divisions that can be divided into six levels; for each level, it describes what a learner is supposed to be able to do in reading, listening, speaking and writing. These levels are:

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| --- | --- | --- | --- | --- |
| **Level group** | **Level group name** | **Level** | **Level name** | **Description** |
| **A** | **Basic user** | **A1** | **Breakthrough or beginner** | * Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
* Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have.
* Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
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| **A2** | **Waystage or elementary** | * Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
* Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
* Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
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| **B** | **Independent user** | **B1** | **Threshold or intermediate** | * Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
* Can deal with most situations likely to arise while travelling in an area where the language is spoken.
* Can produce simple connected text on topics that are familiar or of personal interest.
* Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
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| **B2** | **Vantage or upper intermediate** | * Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization.
* Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
* Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
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| **C** | **Proficient user** | **C1** | **Effective operational proficiency or advanced** | * Can understand a wide range of demanding, longer clauses, and recognize implicit meaning.
* Can express ideas fluently and spontaneously without much obvious searching for expressions.
* Can use language flexibly and effectively for social, academic and professional purposes.
* Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
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| **C2** | **Mastery or proficiency** | * Can understand with ease virtually everything heard or read.
* Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.
* Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.
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