



## **The Rainbow Multi Academy Trust Job Description**

<b>Job Title:</b>	Higher Level Teaching Assistant (HLTA)
<b>Main place of work:</b>	St Ives Infant School in the first instance.
<b>Accountable to:</b>	SENCO/Teaching staff/Head Teacher
<b>Grade:</b>	F
<b>Direct supervisory responsibility:</b>	None
<b>Indirect supervisory responsibility:</b>	None
<b>Important Functional Relationships:</b>	Teachers, pupils, support staff, parents

### **Main purpose of the job**

Higher level teaching assistant (HLTA) covering PPA time and running a variety of intervention sessions for groups and individual children from Reception to Year 2 (year 6 across the Trust).

### **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.

Use effective behaviour management strategies consistently in line with the school's policy and procedures.

Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment.

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.

Supervise a class if the teacher is temporarily unavailable.  
Use ICT skills to advance pupils' learning.  
Undertake any other relevant duties given by the class teacher.  
To cover and lead class teaching (under supervision) as and when appropriate.  
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.  
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.  
Use allocated time to 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 colleagues and other relevant professionals**

Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher.  
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.  
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.

### **Whole-school organisation, strategy and development**

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.  
Make a positive contribution to the wider life and ethos of the school.

### **Health and safety**

Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy.  
Look after children who are upset or have had accidents.

**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.

**Personal and professional conduct**

Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.

Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.

Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.

Respect individual differences and cultural diversity.

If working within the Church schools within the trust be able to fully support the Christian Ethos and values.

The HLTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that 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 head or line manager.

## Person specification

Attributes	Essential	Desirable	How identified
<b><u>Relevant Experience</u></b>	<ul style="list-style-type: none"> <li>• Good standard of practical knowledge, skills and experience of working with children within a primary classroom environment or similar at different key stages or within different departments.</li> <li>• Experience of planning and leading teaching and learning activities (under supervision)</li> </ul>		<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Interview.</li> </ul>
<b><u>Education &amp; Training</u></b>	<ul style="list-style-type: none"> <li>• HLTA qualification or at least 2 years relevant experience.</li> <li>• Qualified to NVQ level 3 or above in a relevant qualification (or equivalent qualification), or able to demonstrate considerable equivalent knowledge or experience.</li> <li>• Qualified to GCSE level C or above (or equivalent qualification) in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND</li> <li>• Behaviour Management</li> <li>• Trauma Informed Schools/Thrive training</li> </ul>	<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Interview.</li> </ul>
<b><u>Special Knowledge &amp; Skills</u></b>	<ul style="list-style-type: none"> <li>• Organisational skills.</li> <li>• Excellent communication skills.</li> <li>• Active listening skills</li> <li>• Ability to remain calm in stressful situations</li> <li>• Skills and expertise in understanding the needs of all pupils</li> <li>• Understanding of effective teaching methods</li> <li>• Understanding of roles and responsibilities within the classroom and whole school context</li> <li>• Knowledge of how to successfully lead learning activities for a group or class of children</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of a range of issues relevant to education and child development.</li> <li>• Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>• Basic ICT skills.</li> <li>• Knowledge of how statutory and non-statutory frameworks for the school</li> </ul>	<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Interview.</li> </ul>

		<p>curriculum relate to the age and ability ranges of the learners they support</p> <ul style="list-style-type: none"> <li>• Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</li> </ul>	
<b><u>Any Additional Factors</u></b>	<ul style="list-style-type: none"> <li>• Able to prioritise between different demands.</li> <li>• Able to work to deadlines.</li> <li>• Self-motivated, and able to work in a team.</li> <li>• An interest in children and education.</li> <li>• Patient and friendly approach.</li> <li>• Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• A commitment to maintaining confidentiality at all times</li> <li>• When working in Church schools the ability to fully uphold the Christian values and ethos</li> </ul>		<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Interview.</li> </ul>

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