

**Grade: H5**

### **Main Purpose**

This is a combined higher level teaching assistant (HLTA) and teaching assistant (TA) role. The successful candidate will regularly undertake HLTA duties as directed by the school, including providing whole class cover during teachers' planned PPA time and short-term planned or unplanned absence. When whole class cover is not required the post holder will be a class TA.

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### **KEY RESPONSIBILITIES**

#### **Teaching Assistant**

1. Plan, prepare and deliver agreed learning activities to individuals, small groups and whole classes under the direction of a teacher.
2. Deliver pre-prepared lessons and learning activities during the short-term absence of a teacher, following agreed lesson plans and learning objectives.
3. Assess, record and report on pupils' development, progress and attainment.
4. Use teaching and learning objectives to plan, evaluate and adapt learning activities and work programmes within agreed systems of supervision.
5. Assess pupils' needs and use specialist knowledge and skills to support learning, progress and achievement.
6. Support pupils' social, emotional and behavioural development and report concerns to the appropriate member of staff.
7. Contribute to the planning and development of learning activities with teachers and other staff.
8. Prepare classrooms, learning environments and resources, ensuring equipment and materials are available and cleared away appropriately after use.
9. Provide feedback to teachers on pupils' participation, progress, attainment and behaviour.
10. Liaise with teachers, support staff, parents/carers and external agencies, as appropriate, to support pupil achievement and wellbeing.
11. Supervise pupils during morning break, lunchtime and other unstructured times, promoting positive behaviour, wellbeing and safe play, monitoring pupil welfare,

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#### **HLTA**

1. Deliver pre-prepared lessons to whole classes during the short-term absence of teaching staff, including regular PPA ensuring pupils remain engaged, motivated and on task.
  2. Manage pupil behaviour in accordance with the school's behaviour policy.
  3. Ensure the safety, welfare and wellbeing of pupils during cover lessons.
  4. Collect completed work and return it to the appropriate teacher.
  5. Report on pupil attendance, participation, behaviour and learning outcomes following cover lessons.
  6. Prepare learning spaces and resources required for cover lessons and ensure they are left ready for subsequent use.
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## **Additional Responsibilities**

The post holder may also:

1. Contribute to the development, implementation and review of Individual Education Plans (IEPs), provision maps and other support plans.
2. Attend review meetings and contribute information regarding pupil progress and outcomes.
3. Support the role of parents/carers in pupils' learning and attend meetings as required.
4. Contribute to the development and implementation of school policies and procedures.
5. Provide day-to-day guidance and support to Teaching Assistants, volunteers and other support staff.
6. Assist in the preparation, maintenance and organisation of learning resources and equipment.
7. Liaise with external agencies and professionals supporting pupils.
8. Provide pastoral support for pupils, including those requiring additional emotional or behavioural support.
9. Support pupils who are not following their usual timetable.
10. Assist pupils with eating, dressing, personal care and hygiene needs where required, whilst encouraging independence.
11. Undertake examination invigilation.
12. Support the presentation of displays and learning environments.

The duties and responsibilities listed above describe the post as it is currently defined. The post holder may be required to undertake other duties, appropriate to the grade and nature of the post, as reasonably directed by the Headteacher.

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## **JOB CONTEXT**

- The post holder is part of a team of teachers and support staff working collaboratively to support pupils' learning and development.
- Flexibility is required to meet the varying educational, social, emotional and behavioural needs of pupils.
- Works under the direction of teachers and senior leaders whilst exercising initiative in delivering agreed learning activities and supervising classes during teacher absence.
- Plans, prepares and delivers agreed learning activities under the direction of a teacher, and assesses, records and reports on pupil progress.
- Takes responsibility for supervising whole classes during the short-term absence of teaching staff, ensuring continuity of learning and effective classroom management.
- Responsible for the safety, welfare and wellbeing of pupils during learning activities and cover lessons.
- The role includes regular supervision of pupils during morning break and lunchtime, ensuring their safety, wellbeing and positive behaviour in both indoor and outdoor areas of the school.

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## **KNOWLEDGE, SKILLS AND ABILITIES – E = expected D = desired**

The post holder will have:

- Knowledge and experience of supporting and leading learning activities for individuals, groups and whole classes. **(E)**
- Knowledge equivalent to NVQ Level 3 or above, together with additional specialist knowledge and/or experience relevant to the role. **(D)**
- Working at, or towards, the HLTA Professional Standards. **(D)**
- Knowledge of curriculum requirements and effective teaching and learning strategies. **(E)**
- Knowledge of behaviour management strategies and techniques. **(E)**
- Knowledge of procedures for supervising classes and delivering pre-prepared learning activities. **(E)**
- Knowledge of safeguarding, child protection, health and safety, equality and inclusion requirements. **(E)**
- The ability to plan, prepare and deliver agreed learning activities under the direction of a teacher. **(E)**
- The ability to assess pupil progress and provide effective feedback to teachers. **(E)**
- Well-developed communication skills to work effectively with pupils, staff, parents/carers and external agencies. **(E)**
- The ability to motivate, engage and support pupils with a wide range of abilities and needs. **(E)**
- Good ICT skills and the ability to use educational technology effectively. **(E)**
- The ability to resolve routine issues independently and refer more complex issues appropriately. **(E)**

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## **SUPERVISION**

- The post holder will usually be managed by a member of the Senior Leadership Team or another designated manager.
- Day-to-day direction will usually be provided by class teachers, phase leaders, SEND staff or other designated leaders.
- Works with a degree of autonomy when delivering agreed learning activities and supervising classes.
- Makes independent decisions regarding classroom organisation, pupil engagement and behaviour management, referring complex issues to the appropriate member of staff.
- May provide day-to-day guidance, mentoring and support to Teaching Assistants, volunteers and other support staff.

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## **DIMENSIONS**

- May handle small amounts of cash, for example when supporting educational visits.
- May be issued with ICT equipment appropriate to the role.
- Responsible for the careful and safe use of educational resources, learning materials and ICT equipment.
- Maintains records relating to pupil progress, interventions and cover supervision activities.
- Handles confidential pupil and staff information in accordance with data protection requirements.

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## **PHYSICAL EFFORT**

- Combination of sitting, standing and walking throughout the school day.

- May be required to stand for extended periods whilst delivering learning activities or supervising classes.
- May involve working in awkward positions, including sitting on low chairs or supporting pupils at floor level.
- May occasionally require lifting or supporting pupils following accidents or incidents.

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## **WORKING ENVIRONMENT**

- Work is undertaken in classrooms and other school environments, both indoors and outdoors, including playgrounds and dining areas during break and lunchtime supervision.
  - Regular exposure to noise associated with a busy school environment.
  - Occasional exposure to challenging pupil behaviour.
  - May be required to provide support for pupils with personal care needs.
  - May occasionally be required to deal with blood, bodily fluids or other unpleasant conditions arising from accidents or illness.
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