



Job Description

Job Title:	Higher Level Teaching Assistant (HLTA)
Responsible to:	Middle Management/SLT
Salary:	NJC points 9 - 12
Hours:	8.30am to 4pm (30 minute break)

Our Multi Academy Trust

The Diocese of St Albans Multi-Academy Trust (DSAMAT) was established in October 2016 and has grown to be the largest Church of England Trust in the Diocese of St Albans. The Trust has a clear mission at its core, ensuring that all pupils are enabled to flourish, rooted in God's Love - academically, socially, spiritually, physically and mentally. This is central to our work and rooted in our Christian foundation (John 10 v 10). Our commitment to mutual flourishing within the school community is built upon our shared belief in Church of England principles, and we are committed to ensuring the whole community flourishes in our Trust, not just the pupils, but also the staff, our governors and the wider school family.

The Trust has a clear vision which shapes its work; Enabling all to flourish: Rooted in God's Love. And together our academies work to be places of; **Hope; Nurture; Equality; Respect; Collaboration.**

All employees of the Trust are expected to commit to the vision and values of the DSAMAT and demonstrate them throughout their work.

Job purpose:

The Higher Level Teaching Assistant (HLTA) provides in-class teaching support and small group intervention work, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher. The HLTA may also provide cover for colleagues on a planned or short-term basis, delivering high quality lessons to pupils as directed.

Job context:

The HLTA plays an integral part, in partnership with teaching staff, to promote self-belief, social inclusion and high self-esteem amongst pupils. By supporting the classroom teacher, the HLTA ensures that pupils flourish in a positive, nurturing, safe environment, enabling the learner to access the curriculum, to achieve improved standards of learning and achievement in the school. The HLTA assists with the planning of and assessment of day to day activities where they may support pupils 1:1, lead small groups or support classes as a whole.

Main areas of responsibility:

Support for pupils

- Deliver learning activities to pupils, adjusting activities according to pupil responses / needs
- Use clear language to communicate information to others including children and their parents / carers, encouraging independent learning and inclusion of all pupils



- Use appropriate technology to support and advance pupils' learning
- Challenge and motivate pupils, promoting and reinforcing self-esteem
- Encourage pupils to value their experiences and knowledge
- Provide regular feedback regarding pupil progress to teaching staff
- Support pupils with their social and emotional wellbeing and report concerns to teaching staff as appropriate
- Assist pupils with eating, dressing and hygiene as required, whilst encouraging independence

Support for teaching staff

- To compliment the professional work of teachers by taking responsibility for agreed learning activities
- To take responsibility for and support the full range of learning needs as appropriate
- To cover and lead class teaching (under supervision) as and when appropriate
- Work closely with teaching staff in planning, evaluating and adjusting lesson plans as appropriate
- Organise and manage a warm, engaging and safe learning environment and resources
- Use effective behaviour management strategies consistently in line with the relevant policies and procedures
- Deliver interventions in accordance with training given
- Provide objective accurate feedback and reports as required on pupil achievement and progress, ensuring the availability of appropriate evidence
- Support teachers in accurately assessing pupils' learning and record basic pupil data
- Work as an effective team player, forging effective relationships with other agencies / professionals as appropriate, in liaison with the teaching staff and respecting the contribution of others working with children and families
- Assist with administration support as required, eg dealing with correspondence, making phone calls

Other specific duties

- Understand current statutory guidance including 'Keeping Children Safe in Education' Part 1, safeguarding policies and Prevent Strategy
- Promote equality, diversity and inclusion, ensuring all pupils have equal access to opportunities to learn and develop and promoting the inclusion and acceptance of all pupils
- Understand the importance of sharing relevant information in a timely manner with the Designated Safeguarding Lead
- Build relationships
- Attend staff meetings, training days as required
- Awareness of taking responsibility for own continuous professional development
- Actively engage with the annual performance review process
- Maintain high standards of ethics and behaviour, within and outside school
- Demonstrate positive attitudes and have professional regard for the ethos, values and policies of the school

The HLTA may also:

- Provide specialist support to pupils with learning, behavioural, communication, social sensory or physical difficulties
- Provide support to pupils where English is not their first language



- Provide specialist support to gifted and talented pupils
- Provide specialist support to all pupils in a particular learning area (eg ICT, numeracy, literacy, National Curriculum subject)
- Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at and contribution to reviews
- Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress / achievement
- Contribute to the development of policies and procedures
- Supervise or manage the work and development of other classroom support staff
- Be responsible for pupils not working to normal timetable
- Be responsible for the maintenance and stock of materials and resources
- Support children's learning through play
- Assist with escorting children on educational trips
- Plan, prepare and deliver lessons for a specific subject (training and PPA time will be given is asked to do this).

The duties and responsibilities listed above describe the post as it is at present. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not an exhaustive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or their Line Manager. The post holder is expected to accept any reasonable alterations that may from time to time become necessary.

Equal Opportunities

DSAMAT is committed to the aim of ensuring that everyone who applies to work for us receives fair treatment and we positively encourage applications from suitably qualified and eligible candidates regardless of age, disability, race, sex, gender reassignment, sexual orientation, religion or belief, marriage and civil partnership and caring status. We expect all our staff to demonstrate a commitment to advancing equality of opportunity and fostering good relations.

Disclosure and Barring Service

This post is subject to full pre-employment checks and is exempt from the Rehabilitation of Offenders Act 1974. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview you will receive more information.

Health and safety

It will be the duty of every employee while at work to take reasonable care for the Health and safety of themselves and of other persons who may be affected by their acts or omissions at work.

Person Specification

	Essential	Desirable
Educational Qualifications and Training	Maths and English GCSE, Grades A-C or 9-4 or equivalent HLTA qualification or	Evidence of and commitment to continuous professional development Recent inclusive training (eg



	equivalent experience	STEPS, Makaton, ELKLAN) Training in relevant learning strategies
Experience	Working with Primary age children in a school setting Supporting pupils with a wide variety of learning needs Experience of leading a class	Working with pupils with a range of SEN, EAL, G+T, behaviour Experience of supporting a pupil on a 1:1 basis Experience of running intervention programmes in a Primary setting Managing or supervisory experience
Knowledge and Understanding	Understanding of Safeguarding responsibilities – displays commitment to the protection and safeguarding of children and young people Basic knowledge of First Aid Excellent knowledge and sound understanding of the National Curriculum ICT skills Awareness of health, safety and wellbeing Awareness of Data Protection and importance of confidentiality Understanding of the school's ethos and values	Familiarity of learning goals Understanding of children's individual learning needs Basic understanding of child development and learning Understanding of the school's assessment procedures
Skills	Ability to work effectively as part of a team and in partnership with all stakeholders Ability to motivate and inspire children in a sensitive and caring manner Ability to overcome barriers to learning Strong communication skills with a wide variety of audiences – children, staff, parents/carers and ability to maintain positive professional relationships Ability to use own initiative and to think creatively Ability to recognise the importance of confidentiality Desire to ensure that high standards are achieved by all	



	<p>pupils and a desire to make a difference to children's lives Ability to support and challenge children to become life-long learners Promote the school's values positively and support an inclusive school, enabling all to flourish</p>	
Personal attributes	<p>Be a positive role model Flexible with a 'can-do' attitude Dedicated Enthusiastic Approachable Organised Resourceful Resilient and able to problem-solve Active listener Patient Sense of humour Respect individual difference and cultural diversity</p>	