



Sacred Heart Catholic School
Job Profile & Personal Specification
HLTA (Higher Level Teaching Assistant)

Job Purpose

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. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training

The key roles of this post will generally include:

1. Providing support for pupils by

1. Assessing the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
2. Establishing productive working relationships with pupils, acting as a role model and setting high expectations
3. Developing and implementing IEPs
4. Promoting the inclusion and acceptance of all pupils within the classroom
5. Supporting pupils consistently whilst recognising and responding to their individual needs
6. Encouraging pupils to interact and work cooperatively with others and engage all pupils in activities
7. Promoting independence and employ strategies to recognise and reward achievement of self-reliance
8. Providing feedback to pupils in relation to progress and achievement

2. Providing support for the teacher by

1. Organising and managing appropriate learning environment and resources
2. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
3. Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
4. Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
6. Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
7. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
8. Administering and assess/mark tests and invigilate exams/tests
9. Production of lesson plans, worksheets, plans etc.

3. Providing support for the Curriculum by

1. Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
2. Delivering local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
3. Using ICT effectively to support learning activities and develop pupils' competence and independence in its use
4. Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
5. Advising on appropriate deployment and use of specialist aid/resources/equipment

4. Providing support for the school by

1. Complying with and assisting with the development of policies and procedures relating to child protection, behaviour, anti bullying, anti racism, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
2. Being aware of and supporting difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contributing to the overall ethos/work/aims of the school
4. Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
6. Recognising own strengths and areas of specialist expertise and use these to lead, advise and support others
7. Delivering out of school learning activities within guidelines established by the school
8. Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend the work carried out in class
9. Such other responsibilities allocated which are appropriate to the grade of the post

5. Line Management Responsibilities Where Appropriate

1. Manage other teaching assistants
2. Liaise between managers/teaching staff and teaching assistants
3. Hold regular team meetings with managed staff
4. Represent teaching assistants at teaching staff/management/other appropriate meetings
5. Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

Part A: Application

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage.

Essential

1.	HLTA status or equivalent
2.	A committed practising Catholic or supportive of our Catholic ethos.
3.	Able to plan and teach effective small group lessons and learning activities across the relevant curriculum, age, and ability ranges including personalising learning to meet individual needs.
4.	Recent experience of supporting learning across the primary age range.
5.	A very good knowledge of core curriculum areas
6.	An excellent, up-to-date working knowledge and understanding of teaching, learning and behaviour management strategies.
7.	Excellent written communication skills.
8.	Evidence of relevant and on-going professional development and training
9.	Ability to teach and deliver effective PPA cover lessons under the direct supervision of the class teacher.
10.	The ability to support the social, moral and emotional development of our pupils.
11.	An understanding of current legislation, policies and guidance on the safeguarding of learners and the promotion of their well being.

Desirable

12.	Other interest / expertise that would benefit learners and the school.
13.	First aid training
14.	Experience of delivering intervention strategies to help close the gap for vulnerable pupils.

Part B: Assessment Stage

Items 1- 5 of the application stage criteria and the criteria below will be further explored at the assessment stage.

Essential

1.	Able to communicate effectively with children, young people, colleagues and parents / carers.
2.	Able to engage and motivate learners in the school environment.
3.	Have positive values, attitudes and have high expectations of learners including the ability to apply highly effective behaviour management strategies.
4.	Able to work collaboratively as a member of a team and contribute to the professional development of colleagues, including the sharing of effective practice.
5.	Good verbal and interpersonal skills.
6.	Able to use ICT knowledge and skills in the learning environment.
7.	Able to plan, organise, prioritise and manage time effectively.

Desirable

8.	Willing and able to contribute to extra-curricular activities
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The person specification should be used in relation to the HLTA Standards and the relevant Job Description

	Essential	Desirable
Qualifications	<p>The Higher Level Teaching Assistant should have:</p> <ul style="list-style-type: none"> ● HLTA status 	<p>In addition, the Higher Level Teaching Assistant might have:</p> <ul style="list-style-type: none"> ● Other relevant qualifications (e.g. Foundation Degree in Education) ● National Vocational Qualifications in Supporting Teaching and Learning
Experience	<p>The Higher Level Teaching Assistant should have experience of:</p> <ul style="list-style-type: none"> ● working in school ● Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or English) ● working with children who have specific special / EAL needs 	<p>In addition, the Higher Level Teaching Assistant might have experience of:</p> <ul style="list-style-type: none"> ● leading and managing other support staff
Knowledge and Understanding	<p>The Higher Level Teaching Assistant should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ● HLTA Standards ● Relevant policies, codes of practice and legislation including safeguarding ● Multi agency working 	
Skills	<p>The Higher Level Teaching Assistant will be able to:</p> <ul style="list-style-type: none"> ● plan effective activities for pupils at risk of underachieving; ● develop their knowledge through the evaluation of their own learning needs; ● work independently; ● organise, lead and motivate a team, and work well as part of it ● Calm under pressure and able to adapt to change quickly 	<p>The Higher Level Teaching Assistant might also be able to:</p> <ul style="list-style-type: none"> ● Use coaching and mentoring skills with adults and pupils ● Demonstrate leadership and line management skills