

Higher Level Teaching Assistant Job Profile

Job Title:	Higher Level Teaching Assistant (HLTA)
Grade:	Grade 5/SP 18-24
Model No:	MN67
Reports to:	Head of School
Staff managed (if any):	LSAs within phase (approx 6-10)

Purpose

- ♦ To collaborate with teaching/senior staff in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of a qualified teacher/senior member of staff

Main Responsibilities

- ♦ Supporting & Delivering Learning - 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 both planned and unplanned for whole classes and monitoring pupils and assessing, recording and reporting on pupil's 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
- ♦ Behaviour/Guidance/Support – under an agreed system of supervision take a lead role within the school to address the needs of pupils in social, emotional well being and inclusion
- ♦ Curriculum Resource Support – Manage specialist curriculum/resource function which includes allocation and monitoring of work of teaching assistants, line management, training and appraisal of teaching assistants and to lead on discrete/specialist areas responsible for design and delivery of support requiring advanced level of knowledge
- ♦ Admin & Organisation – organise and supervise administrative systems within the school. Contribute to the planning, development and monitoring of support service including coordination and delegation of relevant activities.

Specific Tasks

- ◆ Teaching Assistants at this level are expected to provide specialist support on at least one of the following:
 - To pupils with learning, behavioural, communication, social, sensory or physical difficulties
 - To pupils where English is not their first language
 - To gifted and talented pupils
 - To all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject)
- ◆ Management of resources
- ◆ Support special projects
- ◆ Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- ◆ Responsible for the provision of out of school learning activities within guidelines established by the school

Higher Level Teaching Assistant

Person Specification

Knowledge/Education

- ◆ Take a lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- ◆ Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths
- ◆ First Aid Training
- ◆ Training in relevant learning strategies
- ◆ Specialist skills/training in curriculum or learning area
- ◆ Understanding of statutory frameworks relating to teaching
- ◆ Good understanding of child development and learning processes

Experience

- ◆ Experience working with groups/whole classes of children of different ages in a learning environment

Policies Procedures

- ◆ To comply with and review and revise all school policies and procedures relating to safeguarding, health, safety and security, behaviour & anti-bullying, confidentiality and data protection, reporting all concerns to an appropriate person
- ◆ Develop and monitor IEPs
- ◆ Production of lesson plans, worksheet, plans etc
- ◆ Take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc

Systems/Applications

- ◆ Proficient in the use of IT to support school systems
- ◆ Can use ICT effectively to support learning and develop pupils' competence and independence in its use.

London Borough of Havering Social Care & Learning Directorate

Model Person Specification - Higher Level Teaching Assistant

Skills and Abilities		Essential	Desirable	Assessed by
i.	The ability to work effectively and efficiently as part of a team of professionals	✓		
ii.	Communication skills, oral, written and presentation skills	✓		
iii.	The ability to manage, supervise and contribute to the professional development of other people	✓		
iv.	Proficiency in the use of ICT and the software programmes used in schools		✓	
v.	The ability to deploy a range of strategies and techniques to encourage positive behaviour and maintain order and discipline	✓		
vi.	Displays commitment to the protection and safeguarding of children and young people	✓		
Knowledge				
vii.	Relevant (to be agreed) subject and/or curriculum expertise	✓		
viii.	The ability to become familiar with the relevant curriculum and teaching methods	✓		
ix.	How children and young people learn	✓		
x.	How ICT can be used effectively to motivate children to learn	✓		
xi.	How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum	✓		
xii.	Health and safety policy and the role of the individual in ensuring its implementation	✓		
xiii.	Equalities and inclusion policies and how these are implemented in schools	✓		
xiv.	Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		
Qualifications and experience				
xv.	NVQ level 4 Teaching Assistant qualification or equivalent level 4 qualification (eg, a first degree)		✓	
xvi.	GCSE grade 'C' (equivalent) or above in English and mathematics	✓		
xvii.	Experience working with children and young people in a paid or voluntary capacity	✓		
xviii.	Certification of having successfully met the national standards for a HLTA		✓	