



HLTA Job Description

Job purpose

- Working under the guidance of teaching/senior staff, and within an agreed system of supervision, to implement pre-determined work programmes with individuals and groups of students in or out of the classroom to raise the learning and attainment of pupils.
- Assisting the class teacher with the whole planning cycle and the management and preparation of resources.
- Supervising as required whole classes, occasionally during the short-term absence of teachers, and maintaining good order and keeping students on task.
- Contributing to the overall ethos, work and aims of the school.
- Promote pupils' independence, self-esteem and social inclusion.
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement.

Main duties and responsibilities:

Teaching and learning:

- To cover and lead class teaching (under supervision) as and when appropriate
- Undertake any other relevant duties given by the class teacher
- Prepare and deliver lessons under the guidance of the class teacher.
- Supervise a class if the teacher is temporarily unavailable.
- Work with class teacher to establish an appropriate learning environment, and to plan, evaluate and adjust lesson/work plans.
- Direct the work, where relevant, of other adults in supporting 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.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
- 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
- Use ICT skills to advance pupils' learning

Planning:

- 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.
- 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.
- Prepare the classroom for lessons.

Working with staff, parents/carers and 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 under direction of the SENCO.
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- 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
- Work to establish a supportive relationship with parents/carers in order to foster strong and constructive links between home and school.
- Contribute to the development and implementation of individual education plans (IEPs), individual behaviour plans and personal care plans for students.

Safeguarding and wellbeing:

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the welfare of all children

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 performance management procedures
- Implement and undertake the supervision of students during break times, lunchtimes and extra-curricular activities as required.
- assist in the supervision, training and development of Teaching/Learning Support assistants and other staff as required.
- attend parents' evenings, open days and meetings with parents/carers and other professionals as required and with mutual agreement if outside core hours.
- supervise students on educational visits and participate in extra-curricular activities as required.
- invigilate school and public examinations and tests as required.
- attend relevant meetings and training sessions.

Please note, 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 TA / HLTA 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 line manager.



HLTA ~ Person Specification

	Essential	Desirable
Training and qualifications:	<ul style="list-style-type: none"> Have HLTA status [or qualified teacher experience] Relevant qualification at level equivalent to at least NVQ Level 3 Be able to demonstrate levels of numeracy and literacy to GCSE [A-C] 	<ul style="list-style-type: none"> Other relevant qualifications, e.g. Foundation Degree in Education National Vocational Qualifications in Supporting Teaching and Learning First Aid Certificate Evidence of further study or professional qualifications
Experience :	<ul style="list-style-type: none"> Recently within a primary school Working under direction of a teacher Planning, preparing and delivering learning activities to groups and classes Working with children with a range of needs Managing pupil behaviour Communicating with pupils, staff, parents and other professionals Assessing, recording and reporting on development and learning progress 	<ul style="list-style-type: none"> Experience and knowledge of working with children with Special Educational Needs and/or Able and Talented Experience within more than one school context. Experience across EYFS, KS1 and KS2
	Essential	Desirable
Knowledge, understanding, ability to demonstrate:	<ul style="list-style-type: none"> Knowledge and understanding of HLTA standards Commitment to a team approach to working in a primary academy Knowledge of relevant policies, codes of practice and legislation including safeguarding Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Understanding of child development and learning Understanding of effective teaching methods Knowledge of how to successfully lead learning activities for a group or class or children Knowledge of how to help adapt and deliver support to meet individual needs Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice Understanding of roles and responsibilities within the classroom and whole school context 	<ul style="list-style-type: none"> Knowledge of and a commitment to Early Years Foundation Stage education.
	<ul style="list-style-type: none"> Plan, prepare and deliver successful learning activities to groups and classes Good literacy and numeracy skills 	<ul style="list-style-type: none"> Demonstrate a commitment to sustained continuing professional development.

Job skills/ abilities:	<ul style="list-style-type: none"> • Assess pupil learning, maintain records and produce reports as necessary in relation to these assessments • Adapt to change and respond to pupil needs in a timely manner • Good organisational skills • Ability to build effective working relationships with pupils and adults • Motivate and engage pupils in learning activities • Excellent verbal and written communication skills • Active listening skills • The ability to remain calm in stressful situations • Manage behaviour effectively • Good ICT skills, particularly using ICT to support learning 	<ul style="list-style-type: none"> • Support out of school/community activities.
Personal Qualities:	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality 	