



# JOB PROFILE

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<b>Post Title:</b>	Higher Level Teaching Assistant (HLTA)
<b>Portfolio:</b>	Education, Skills & Employment
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Supervision of pupils/students during lessons, in the playground and/or as required
<b>Grade:</b>	TA4

## Job Purpose

To improve the lives of all within our community and help the island thrive by providing assistance to the class teacher with teaching and learning in the school/classroom environment.

Responsible for teaching 25% of the school teaching timetable independently. Plan, prepare and deliver lessons and assess, record and report on development, progress and attainment of pupils under the direction of the class teacher

## Main Duties and Responsibilities

1. Work with groups or individual pupils/students to support the teaching process, which includes teaching specific support programmes
2. Plan, prepare and evaluate programmes of work for groups and individual pupils/students
3. Use assessment for learning strategies to monitor and evaluate the attainment and progress of pupils/students
4. Be actively involved in the preparation of individual pupil/student/group programmes of work
5. Keep a record of work and contribute to reporting on pupils/student's performance
6. Assist with the identification/making of resources necessary for supporting teaching and learning in the classroom and evaluating the effectiveness of these
7. Support the holistic development of all pupils/students which includes ensuring their health, wellbeing, safety and security
8. Contribute to pupil review meetings with parents where applicable
9. Be responsible for teaching up to 25% of the school timetable to classes of pupils/students independently ie. Plan, reflect, monitor, report etc.
10. Support the school in promoting the discipline and welfare of all pupils/students
11. Support the school in implementing all school policies, practices and procedures and work within these requirements



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12. Assist with inventory requirements
13. Assist members of staff with playground supervision and extra-curricular activities
14. Be responsible for cover teaching of classes of pupils/students when there is an emergency staff shortage within the school
15. Undertake training relevant to the role by attending Continuous Professional Development courses relevant to the post and all Staff Development Days

## Special Conditions

- The nature of the job demands that certain out of hours work is required
- If responsible for a pupil/students with severe/multiple learning or physical difficulties, it may be necessary for the HLTA to accompany the pupil/students to and from school and the physiotherapist and attend to physical needs such as feeding and changing nappies.
- Dealing with pupil/students with challenging behaviours

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.

## Core Competency Framework

As per the attached Job Specific Competencies



## PERSON SPECIFICATION

Criteria	Essential / Desirable	Application Form	Selection Process
<b>Qualifications:</b>			
GCSE Maths and English at Grade C (4) or above	E	√	
Support Teaching and Learning – Level 3 (CACHE) or equivalent qualification	E	√	
<b>Knowledge &amp; Experience:</b>			
At least two years' experience working as a Teaching Assistant or	E	√	
An understanding of the importance of observing confidentiality and data protection	E		√
An understanding of how to handle, resolve and escalate enquiries and pass on information promptly	E		√
Experience of working independently and as part of a team	E		√
Experience of using information to develop solutions and solve problems	E		√
<b>Skills and Abilities:</b>			
Basic Statistical Analysis	E		√
A good standard of verbal communication and interpersonal skills are required for interaction with pupils/students, colleagues and parents	E		√
Confident in using ICT systems relevant to role	E		√
A good level of written communication is required when reporting on record of work and supporting the class teacher with reporting writing	E		√
Basic interviewing and negotiating skills	E		√
Ability to deliver presentations and to vary language to meet the needs of all pupils/students	E		√
Good listening skills	E		√
Good organisational skills and ability to remain calm when under pressure	E		√
Ability to apply objective judgement and to use own initiative	E		√
<b>Other:</b>			
Willingness to work flexibly and be adaptable– some evening work may be required.	E		√
Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults	E		√
Contribute to a positive working environment ensuring commitment to equality and diversity	E		√



## PERSON SPECIFICATION

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Maintain a professional manner both within the school and the wider community	E		√
Self-motivated with the ability to motivate, inspire and have high expectations of pupils/students	E		√
A caring and polite manner with the ability to show patience and understanding	E		√
Enjoys working with children and young people	E		√
Innovative and creative is required when planning and preparing work programmes	E		√

### Our Values

#### FAIRNESS

We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.

#### INTEGRITY

We communicate openly and we are honest, accountable and ethical.

#### TEAMWORK

We work together and we support each other.



# PERSON SPECIFICATION

## Professional or Career Progression Cadre Competency Framework

<b>Standard 1: Professional Values and Practice</b>	
1.1	Has high expectations of all children; respect their social, cultural, linguistic, religious and ethnic backgrounds; and is committed to raising their educational achievement.
1.2	Able to build and maintain successful relationships with children, treat them consistently, with respect and consideration, and is concerned for their development as learners.
1.3	Demonstrates and promotes the positive values, attitudes and behaviour expected from the children with whom they work.
1.4	Works collaboratively with colleagues, and carries out their role effectively, knowing when to seek help and advice.
1.5	Able to liaise sensitively and effectively with parents and carers, recognising their role in children's learning.
1.6	Able to improve their own practice, including through observation, evaluation, continuing professional development, and discussion with colleagues
1.7	Is aware of safeguarding and child protection procedures, and their implications, including the effects on a child's behaviour.
<b>Standard 2: Knowledge and Understanding</b>	
2.1	Has sufficient understanding of children's learning needs and styles to contribute effectively and with confidence to the classes in which they are involved.
2.2	Is familiar with the school curriculum, the age-related expectations of children and the main teaching methods used.
2.3	Understands the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understands the place of these in the related teaching programme.
2.4	Knows how to use information and communication technology (ICT) to advance children's learning, and can use common ICT tools for their own and children's benefit.
2.5	They recognise and understand the wide variety of individual needs in a school and can use strategies to enable all children to access learning.
2.6	Contribute to the social and emotional development and wellbeing of children in order to raise their self-esteem and build self-reliance.
<b>Standard 3: Teaching and Learning</b>	
3.1	Working within a framework set by the teacher is able to contribute fully to the learning and progress of the class.
3.2	Able to support teachers in evaluating children's progress by using a range of assessment activities.
3.3	Supports teaching and learning activities, interpreting and following the planning.
3.4	Supports progress through working with smaller groups of children.