



Higher Level Teaching Assistant Job Description & Person Specification

EMMAUS
CATHOLIC MAC
Our journey with Christ

Job Description for Higher Level Teaching Assistant

Grade: Emmaus Catholic MAC Pay Scales
Grade 7 (SCP 18-23)
£31,537- £34,470 per annum FTE (pro-rata 39 weeks, FT £27,466.58 -
£30,567.06)

Line Manager: Principal

GENERAL PROFESSIONAL DUTIES AND RESPONSIBILITIES

HLTA's work under an agreed system of guidance and management with a greater degree of autonomy. They complement the professional work of teachers by taking responsibility for agreed learning activities. To be read in conjunction with The Education Act Section 133 Regulations relating to specified work.

Key Features:

- To undertake PPA cover;
- To provide specialist skills and knowledge, at an advanced level, across a range of disciplines to support teaching staff in the development and education of children;
- To be responsible for the management and development of a specialist area within the school and/ or line management responsibility for other classroom support staff.

SPECIFIC RESPONSIBILITIES

DUTY HOURS

The postholder will be required to work 28 hours per week, 4 days per week, term time only + 5 training days per year.

ADDITIONAL DUTIES AND RESPONSIBILITIES

Support for Pupils

- Use advanced specialist skills to meet the intellectual, physical, social and emotional needs of pupils.
- Complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Assess the needs of pupils and use detailed knowledge and advanced specialist skills to support pupils' learning.
- Take a lead role in managing and delivering pastoral support.
- Manage the supervision of pupils excluded from, or not otherwise working to a normal timetable.

Support for Teacher/School

- Provide cover for the whole class in the event of teacher absences including PPA time.
- Organise and manage sessions with groups of pupils in planned educational settings.
- Monitor and assess individuals and groups of pupils in planned educational setting.

- Provide formal feedback and reports as required on pupil achievement and progress.
- Line management responsibility including the allocation and monitoring of work, holding regular team and supervision meetings with other classroom-based support staff in accordance with school policies.
- Plan, prepare and deliver learning activities for individuals, groups or whole classes.
- Record progress and achievement systematically and provide evidence of range and level of progress.
- Supporting pupils requiring additional support, helping them access the curriculum, implementing education plans, preparing learning materials, and communicating with teachers and parents.
- Develop and implement IEP's.
- Support with the development and implementation of EHCP's.
- Undertake specialist work with individuals/groups of pupils for which an additional qualification may be required.
- Be a member of the management team of the school.
- Manage a provision for disaffected pupils.
- Lead for the whole school in specialist area and share expertise and skills with others.
- Responsible for Foundation Stage pupils under the direction of a teacher as part of the early years structure.
- Organise and manage appropriate learning environment and resources.
- Monitor and evaluate pupil responses to learning through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Administer and assess/mark tests and invigilate exams/tests.
- Produce lesson plans/worksheets etc.
- Use ICT to support learning activities and develop pupil's competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupil's interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aids/resources/equipment
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.
- Manage liaison with feeder schools and other relevant bodies to gather pupil information.
- Take a lead role in the development, implementation and monitoring of systems relating to attendance, registration, truancy, pastoral systems and associated subjects.

HLTA Professional Standards

Professional Values and Practice

- Have high expectations of children and young people with a commitment to helping them fulfil their potential.
- Establish fair, respectful, trusting, supportive and constructive relationships with children and young people.

- Demonstrate the positive values, attitudes and behaviour they expect from children and young people.
- Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
- Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
- Demonstrate commitment to collaborative and cooperative working with colleagues.
- Improve their own knowledge and practice including responding to advice and feedback.

Professional Knowledge and Understanding

- Understand the key factors that affect children and young people's learning and progress.
- Know how to contribute to effective personalised provision by taking practical account of diversity.
- Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people.
- Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy.
- Know how to use ICT to support their professional activities.
- Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.
- Understand the objectives, content and intended outcomes for the learning activities in which they are involved.
- Know how to support learners in accessing the curriculum in accordance with the special.
- Educational needs (SEN) code of practice and disabilities legislation.
- Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Planning and Expectations

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities.
- Use their area(s) of expertise to plan their role in learning activities.
- Devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how they will support the inclusion of the children and young people in the learning activities.
- Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and Assessment

- Monitor learners' responses to activities and modify approaches accordingly
- Monitor learners' progress in order to provide focused support and feedback
- Support the evaluation of learners' progress using a range of assessment techniques
- Contribute to maintaining and analysing records of learners' progress.

Teaching and Learning Activities

- Use effective strategies to promote positive behaviour

- Recognise and respond appropriately to situations that challenge equality of opportunity
- Use their ICT skills to advance learning
- Advance learning when working with individuals
- Advance learning when working with small groups
- Advance learning when working with whole classes without the presence of the assigned teacher
- Organise and manage learning activities in ways which keep learners safe
- Direct the work, where relevant, of other adults in supporting learning.

Other Duties

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. reporting all concerns to the appropriate person.
- Contribute to the overall ethos /work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

It is the postholder's responsibility to carry out their duties in line with MAC policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. The postholder should act as an exemplar on these issues and should identify and monitor training for their self and any employees for whom they are responsible.

The postholder must at all times carry out their responsibilities with due regard to the MAC policy, organisation and arrangements for Health and Safety at Work Act 1974.

The job description is not intended to be an exhaustive list of all duties and responsibilities that may be required.

The job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. The MAC reserve the right to determine specific duties and tasks to reflect the changing needs of the school. This will be done without fundamentally changing the general character of the post or its level of responsibility.

Emmaus Catholic Multi Academy Company is an equal opportunities employer committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This position is, therefore, subject to an Enhanced Child Workforce Disclosure and Barring Service Check.

Person Specification for Higher Level Teaching Assistant

Task	Essential	Desirable
Qualifications and Training		
HLTA Status, or commitment to work towards.	✓	
Meets the 33 Professional Standards as defined in the Job Description.	✓	
G.C.S.E's 4 and above in Maths & English	✓	
NVQ Level 4 Certificate in Supporting Teaching and Learning in Schools, or equivalent qualification in Childcare and Education.	✓	
Very good numeracy and literacy skills.	✓	
Training and accreditation in relevant "specialist" areas beneficial to the school. E.g. a particular curriculum area or learning area e.g. science, maths, bi-lingual, SEN, behaviour.		✓
Knowledge and Experience		
Demonstrable experience of working with or caring with children of a relevant age.	✓	
Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.	✓	
Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.	✓	
Understanding of the principles of child development and learning processes.	✓	
Experience of supporting teaching staff in the development and education of pupils, including the provision of specialist skills and knowledge.	✓	
Understanding of statutory frameworks relating to teaching	✓	

Practical Skills		
Listens well and communicates clearly and fluently with colleagues on a wide level.	✓	
Works effectively with a broad range of stakeholders and partners.	✓	
Relevant knowledge of first aid.	✓	
Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard.	✓	
Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions to support learning.	✓	
Committed to safeguarding and welfare of all pupils	✓	
Personal Qualities and Attributes		
Reliable	✓	
Trustworthy	✓	
Courteous	✓	
A Knowledge of Equality & Diversity issues.	✓	
Motivation to continually improve standards and achieve excellence	✓	
Genuine passion and belief in the potential of every student	✓	
Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	✓	
Ability to organise, lead and motivate a team.	✓	
Ability to relate well to children and adults.	✓	

Emmaus Catholic MAC is committed to safeguarding and promoting the welfare of children and young people.

This position is subject to an Enhanced Disclosure check under the Rehabilitation of Offenders Act 1974.

All applicants must be able to provide documentation to prove their right to work in the UK.