

This document is to be used in conjunction with the Job Family generic role profile

Directorate / School	<i>Children's Services and Schools</i>
Unit / Team	
Job Title	<i>Higher Level Teaching Assistant</i>
Job Family Role Profile Level	
Date	<i>March 2012</i>
Post Group Number (to be added by Pay and Reward team)	

Purpose

- To organise and support teaching and learning activities for classes. The primary focus is to carry out specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.

Key responsibilities

1. To fulfill the 33 HLTA standards to support teaching and learning maximising achievement and development.
2. Plan, prepare and deliver specified work to individuals, small groups or, for whole classes, modifying and adapting activities as necessary under the direction and supervision of a teacher.
3. Assess, record, monitor and report on pupil development, progress and attainment against pre-determined learning objectives, using detailed knowledge and specialist skills to support pupil's learning.
4. This role will be expected to undertake at least one of the following:
 - a) Provide specialist support to pupils with learning behavioural, communication social sensory or physical difficulties.
 - b) Provide specialist support to pupils where English is not their first language.
 - c) Provide specialist support to gifted and talented pupils.
 - d) Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject, EYFS).
5. Have knowledge of and comply with all school policies and procedures including code of conduct, child protection, health and safety including risk assessments, security, confidentiality and data protection reporting any issues to a nominated person.
6. Encourage pupils to interact and work co-operatively with others, promote independence and employ strategies to recognise and reward self reliance.
7. Supervise and direct the work of other staff demonstrating own duties in particular specialist areas.

8. Share information about pupils with other staff, parents/carers, internal and external agencies attending and contributing to meetings, reviews and IEPs and writing reports as appropriate.
9. Within the context of school behaviour plans and policies, use discretion and initiative to deal with unanticipated issues and encourage pupils to take responsibility for their own behaviour.

Staff Management Responsibilities

- Some supervising of other staff, demonstrating own duties in particular specialist areas as required.

Resources Responsible for

- Financial / money – trip money – collect and pass on to school administration for banking.
- Accessing and collating some information.
- Equipment Responsibility for ICT equipment digital cameras, computers, overhead projectors and similar equipment
- Driving minibuses

Job Working Circumstances

- The Job Working Circumstances for this post group are assessed on an individual basis using the JWC guidance document for Schools and School services.
- Examples may include:
 - work with pupils with severe and complex learning difficulties and associated disabilities including those with challenging behaviour
 - provide support and communication strategies as required e.g. PECs, signing, prescribed physiotherapy programmes, Team Teach, use of specialist aids and equipment.
 - in accordance with an agreed healthcare plan and following appropriate training as directed by the Head undertake medically invasive techniques such as feeding through gastrostomy tubes, use of nebulisers, oxygen administration, administration of medication.

Person Specification

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	Essential	Desirable
Qualifications	HLTA accredited status or QTS	Additional specialist qualification at Level 4 or above. Training in relevant strategies e.g. literacy, particular curriculum.
Knowledge	Good understanding of child development and learning processes. Full working knowledge of relevant policies/codes of practice/legislation. Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. Understanding of statutory frameworks related to teaching.	Curriculum development and implementation.
Relevant Experience	Worked with children of relevant age. Experience of working in a classroom setting.	Experience in working in another service to young people.
Skills	Use of ICT to support learning. Ability to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge.	Technology – video/DVD, photocopier. Use of other equipment.

Other	Requirement for some out of school and/or out of term working to support specific activities or events as appropriate	
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