**JOB DESCRIPTION**

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| **POST TITLE:** | **HLTA** |
| **GRADE:** | **Grade I SCP 19 – 22 (32 hours per week, TTO + 5 days)** |
| **REPORTING RELATIONSHIP:** | **AHT/ SENDCo** |
| **JOB PURPOSE:** | To work independently providing Preparation, Planning and Assessment (PPA) cover with a significant commitment to whole class teaching. To work collaboratively with class teachers to plan, teach  and assess an innovative curriculum so all pupils, including pupils with special educational needs and disabilities, may achieve success in line with the school vision, ethos and aims. |

**MAIN DUTIES/RESPONSIBILITIES**

* Prepare lessons with teachers, contributing to the planning cycle including evaluating and adjusting lessons in response to pupils’ needs.
* Teach whole classes as part of PPA provision according to the PPA timetable. To also provide short-term cover within any age group in response to teacher absence.
* Provide verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils in line with school policy.
* Motivate and progress pupils’ learning following school policies and guidance from class teachers.
* Organise and safely manage the appropriate learning environment and resources.
* Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
* Promote and support the inclusion of all pupils, including those with specific needs, both in the classroom as part of first-quality teaching and through intervention work.
* Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use.
* Use positive behaviour management strategies in line with the school’s policy and procedures to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others.
* Provide information relating to pupil progress for parents and carers, teachers and senior leaders upon request and to contribute to assigned pupils’ annual reports at the request of the pupils’ class teachers and SLT.
* In accordance with arrangements made by the Head of School progress pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and School Teachers’ Pay and Conditions Document 2017.
* Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
* Assist with break-time/lunchtime supervision including facilitating games and activities.
* Assist with escorting pupils on educational visits.
* Adhere to school policies and procedures relating to safeguarding, particularly the Child Protection Policy, Safeguarding Policy. Supporting Children with Medical Needs Policy, Health and Safety Policy and the School Positive Behaviour Policy.
* When teaching whole classes, if available deploy teaching assistants and learning support assistants confidently and effectively to best support the academic and behavioural needs of pupils in the class or group.
* Attend all briefings, focus meetings and training days, along with sharing good practice with members of staff as part of the commitment to own and others’ professional development.

**These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Academy Trust may determine.**

**The Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment**.

**Signed:**

**Date:**

**PERSON SPECIFICATION – Learning Support Assistant**

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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | Criteria **No.** | ATTRIBUTE | **Stage Identified** |
| **Qualifications& Education** | E1  E2  E3  E4 | Meet Higher Level Teaching Assistant standards.  Possess good Literacy and Numeracy skills – equivalent to at least Basic Skills Level 2/GCSE ‘C’ grade in English & Maths.  Recent training in relevant learning strategies, e.g. Literacy/Numeracy.  Specialist skills/training in curriculum or learning area | AF,C | D1  D2  D3 | Commitment to ongoing training  First Aid qualification  Team Teach or Positive Handling training/willing to train | AF,C  AF,C |
| **Experience & Knowledge** | E5  E6  E7  E8  E9  E10 | Successful recent experience working with children of relevant age in a learning environment.  Full working knowledge of relevant policies/codes of practice/legislation.  Good working knowledge and experience of implementing relevant curricula and other relevant learning programmes.  Good understanding of child development and learning processes.  Good understanding of statutory frameworks relating to teaching.  An understanding of classroom roles and responsibilities and your own position within these. | AF,I, R  AF,I,R  AF,I,R  AF,I,R  AF,I,R |  |  |  |
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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | Criteria **No.** | ATTRIBUTE | **Stage Identified** |
| Skills | E11  E12  E13  E14  E15  E16  E17 | Competency in a range of ICT packages  Ability to provide and deliver learning activities for whole classes of pupils.  Ability to use ICT effectively to support learning including Interactive Whiteboard and other equipment technology, e.g. DVD, photocopier.  Desire and ability to constantly improve own practice/knowledge through self-evaluation and learning from others.  Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment.  Ability to record and assess pupil progress/performance etc.  Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities | AF,I,R  AF,I,R | D4 | • The ability to  - analyse, understand and interpret relevant student information and data  - utilise the experience and expertise of others  - promote positive relationships within the wider school community | AF,I,R |
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| **Personal**  **Attributes** | E18  E19  E20  E21  E22  E23  E24  E25  E26  E27 | Ability to work effectively as part of a team and contribute to group thinking, planning etc.  Ability to be flexible.  Ability to use own initiative and work independently.  Motivate, inspire and have high expectations of pupils.  Creative approach to problem solving.  Ability to adapt quickly and effectively to changing circumstances/situations.  Ability to work calmly under pressure.  Committed to personal and professional development.  Ability to critically evaluate own performance.  Ability to relate well to children and adults and communicate with them, verbally and in writing. | AF,I  AF,I,R | D5 | Have a willingness to be part of a whole school collaborative learning culture. | I,R |
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| **ESSENTIAL** | | | | **DESIRABLE** | | |
|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | Criteria **No.** | ATTRIBUTE | **Stage Identified** |
| **Special Requirements** | E28 |  |  |  |  |  |
|  |  | Suitable to work in a school with children/young people | AF,I, R |  |  |  |

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| Key – Stage identified |  |
| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Disclosure |

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references