



## Job Description

---

**Post title:** Higher Level Teaching Assistant  
**Grade:** Grade G, SCP 19-23 (£32,061 - £34,434 per annum, pro rata)  
**Reports to:** Deputy Headteacher / Headteacher

### Job Purpose

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. There may be the responsible for the management and development of a specialist area within the school.

### Main Duties and Responsibilities

Providing Support for pupils by:

- Assessing the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations
- Promoting the inclusion and acceptance of all pupils within the classroom by catering to individuals' needs
- Supporting pupils consistently whilst recognising and responding to ongoing assessment
- Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Providing support for the teacher by:

- Organising and managing appropriate learning environment and resources
- Within an agreed system of supervision, planning challenging teaching and learning objectives, evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Recording progress and achievement in lessons/activities systematically and providing evidence of progress and attainment
- Working within an established discipline policy to anticipate and managing behaviour constructively, promoting self-control and independence
- Occasionally supporting the role of parents in pupils' learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.



**Providing Support for the curriculum by:**

- Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Using IT effectively to support learning activities and develop pupils' competence and independence in its use
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aid/resources/equipment

**Providing Support for the school by:**

- Being committed to the safeguarding and promotion of the welfare of children and young people.
- Complying with and assisting with the development of policies and procedures relating to child protection, behaviour, anti-bullying, anti-racism, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Being aware of and supporting difference and ensure all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognising own strengths and areas of specialist expertise and using these to lead, advise and support others
- Delivering out of school learning activities within guidelines established by the school
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Such other responsibilities allocated which are appropriate to the grade of the post

**Additional Information**

- Engage in promoting the values and acting as a role model for the Trust.
- Be aware and comply with equal opportunities, health and safety, and all other Trust policies at all times.
- Comply with the principles and requirements of the General Data Protection Regulation and the Data protection Act 2018 in relation to the management of the Trust's records and information, and respect the privacy of personal information held by the BWCET; comply with the principles and requirements of the Freedom in Information Act 2000; comply with the Trust's information security standards, and requirements for the management and handling of information; and use Trust information only for authorised purposes.

The duties and responsibilities highlighted in the job description are indicative and may vary over time. The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.



**Sept 26**

## Person Specification

| Factors                              | Essential |                                                                                                                | Desirable |                                                                                                                                                                      |
|--------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications &amp; Training</b> | E1        | GCSE or equivalent level, including at least a Grade 4 (Previously Grade C) in English and Maths               | D1        | First Aid Certificate or willingness to complete it                                                                                                                  |
|                                      | E2        | HLTA Certificate or equivalent                                                                                 | D2        | Evidence of continuous INSET and commitment to further professional development                                                                                      |
| <b>Experience</b>                    | E3        | Experience working in a school environment or other educational setting                                        | D3        | Experience of working with children across all key stages.                                                                                                           |
|                                      | E4        | Experience working with children / young people                                                                | D4        | Experience of supporting staff in regular reviews of SEND short term targets for support plans                                                                       |
|                                      | E5        | Experience planning and delivering learning activities                                                         |           |                                                                                                                                                                      |
|                                      | E6        | Experience of planning and leading teaching and learning activities (under supervision)                        |           |                                                                                                                                                                      |
|                                      | E7        | Experience of understanding the needs of SEND children, supporting class teachers in reviewing regular targets |           |                                                                                                                                                                      |
|                                      | E8        | Experience of delivering phonics programme                                                                     |           |                                                                                                                                                                      |
| <b>Skills</b>                        | E9        | Good literacy and numeracy skills                                                                              | D5        | A knowledge and understanding of: the use of a range of media to teach and assess children's progress.                                                               |
|                                      | E10       | Good organisational skills                                                                                     | D6        | A knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupil. |
|                                      | E11       | Ability to build effective working relationships with pupils and adults                                        |           |                                                                                                                                                                      |



|  |     |                                                                                                                                                     |  |  |
|--|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | E12 | Skills and expertise in understanding the needs of all pupils                                                                                       |  |  |
|  | E13 | Knowledge of how to help adapt and deliver support to meet individual needs                                                                         |  |  |
|  | E14 | Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils                      |  |  |
|  | E15 | Excellent verbal communication skills<br>Active listening skills                                                                                    |  |  |
|  | E16 | The ability to remain calm in stressful situations                                                                                                  |  |  |
|  | E17 | Knowledge of guidance and requirements around safeguarding children                                                                                 |  |  |
|  | E18 | Good ICT skills, particularly using ICT to support learning                                                                                         |  |  |
|  | E19 | Understanding of roles and responsibilities within the classroom and whole school context                                                           |  |  |
|  | E20 | Understanding of effective teaching methods                                                                                                         |  |  |
|  | E21 | Knowledge of how to successfully lead learning activities for a group or class of children                                                          |  |  |
|  | E22 | Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support |  |  |
|  | E23 | Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice                                       |  |  |



|                             |     |                                                                                                                     |  |  |
|-----------------------------|-----|---------------------------------------------------------------------------------------------------------------------|--|--|
| <b>Personal Attributes</b>  | E24 | Enjoyment of working with children                                                                                  |  |  |
|                             | E25 | Sensitivity and understanding, to help build good relationships with pupils                                         |  |  |
|                             | E26 | A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school          |  |  |
|                             | E27 | Commitment to maintaining confidentiality at all times                                                              |  |  |
|                             | E28 | Commitment to safeguarding pupil's wellbeing and equality                                                           |  |  |
|                             | E29 | Resilient, positive, forward looking and enthusiastic about making a difference                                     |  |  |
|                             | E30 | Capacity to inspire, motivate and challenge children and young people                                               |  |  |
|                             | E31 | Open to flexible and collaborative working                                                                          |  |  |
| <b>Special Requirements</b> | E31 | A commitment to safeguard the welfare of children                                                                   |  |  |
|                             | E32 | To uphold the Catholic ethos of our schools                                                                         |  |  |
|                             | E33 | Compliance with data protection principles                                                                          |  |  |
|                             | E34 | Compliance with Equal Opportunities Policies, the Trust/school Code of Conduct, and all other Trust/school policies |  |  |
|                             | E35 | Compliance with health and safety policies, rules and regulations                                                   |  |  |