

# **JOB DESCRIPTION AND PERSON SPECIFICATION**

## **L3/4 HLTA**

Salary	L3: Scale 4 Points 7-11 depending on experience HLTA: Scale 5 Points 12-15 depending on experience
Responsible to:	Executive Principal and Assistant
Line Manager	Assistant Principal and Progress Leader

### **Purpose of the Role:**

- Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school.
- Contribute to raising standards of achievement for all pupils.
- Have a specific area of responsibility to lead on within the school decided in conjunction with SLT.

### **General Responsibilities:**

#### **1. Support for children**

- As agreed with the class teacher, take responsibility for delivering planned curriculum activities.
- Contribute to the planning, preparation and feedback through the marking of learning activities.
- Provide specialist learning support (requiring in-depth knowledge and experience) to children with additional needs, or where English is not their first language.
- Take responsibility for delivering and providing feedback on learning activities with groups who would benefit from a different learning approach as agreed with the class teacher.
- Establish and maintain supportive relationships with individual children, whole class groups and parents/carers.
- Liaise with specialist services on behalf of individual children, e.g. educational psychologists, speech therapists, by agreement with the class teacher.
- Provide guidance to other teaching assistants on promoting inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.

## **2. Support for the curriculum**

- Make a significant contribution to an aspect of the school's work, in conjunction with a member of the SLT.
- Support the school's ambitious curriculum, providing additional support for groups of children as agreed.
- Provide additional tuition for children who need extra support.
- Arrange and deliver extra classes for children to improve the range or quality of subjects offered as agreed.
- Provide targeted support to enhance learning and improve attainment.
- Support other teaching assistants to develop the appropriate skills and knowledge to deliver the curriculum.

## **3. Support for the teacher**

- Provide support in evaluating children's progress and development, including through marking as a form of feedback.
- Contribute to the development of IEPs for children with special needs and support in creating activities which maintain an ambitious curriculum for SEND children.
- Contribute to the planning and evaluation of work programmes for individual children and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school day and take charge of situations to allow the teacher to continue to work with the rest of the class.

## **4. Support for the school**

- Develop and maintain effective working relationships with other staff and parents/carers.
- Cover classes to release teachers/cover illness, including planning, delivering and marking/assessing work
- Provide support to the Principal in ensuring that the whole school provides a safe and healthy environment, including during break and lunchtimes.
- Attend and actively participate in relevant staff meetings.
- Contribute to the development of less experienced teaching assistants
- Act as a mentor and role model for other teaching assistants.
- Provide advice and guidance to teaching assistants on best practice and practical problem-solving.
- Liaise with external agencies and present relevant information as required.
- Make suggestions for school events and take a leading role in organising them as agreed.

## **Additional Information:**

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of

this post may vary from time to time without changing the general character of the post or level of responsibility entailed;

- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

## Person Specification:

	Essential	Desirable
<b>Education and Qualifications</b>		
Maths & English GCSE at C or above/Grade 4	✓	
HLTA Status		✓
First Aid Certificate		✓
<b>Knowledge and Experience</b>		
Knowledge of National Curriculum	✓	
Previous experience as a L3 or HLTA		✓
Specialist skills/training in curriculum or learning (for example sign language, bi-lingual, dyslexia, behaviour management)  Experience of planning teaching and learning activities (under supervision)	✓	✓
Experience of how to successfully lead learning activities for a group or class of children	✓	
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	✓	
Committed to CPD, relevant to the role	✓	
<b>Professional Skills</b>		
Appropriate IT and keyboard skills to effectively use all relevant school software		✓
Proven ability to work under pressure, prioritise and respond to deadlines	✓	

Ability to make sound judgments and work effectively under conflicting demands	✓	
Excellent inter-personal skills with the ability to communicate effectively with a broad range of audiences	✓	
Excellent written and oral communication skills	✓	
Ability to work on own initiative with a proactive, balanced approach	✓	

The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.	✓	
<b>Personal Qualities</b>		
Self-motivated, with a 'can do' approach to problem solving	✓	
Ability to learn quickly and effectively	✓	
Reliable, enthusiastic, committed	✓	
Ability to form and maintain appropriate professional relationships	✓	
Have a willingness to demonstrate commitment to the values and behaviours which flow from the Elliot Foundation ethos	✓	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	✓	
Ability and willingness to visit academies and other sites as appropriate		✓
Must be able to meet the physical demands of the role	✓	