

HLTA Job Description Level 6

PRIME OBJECTIVES OF POST:

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 short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

SUPERVISORY/MANAGERIAL RESPONSIBILITIES:

Responsible for the management and development of a specialist area within the school and/or line management, training and appraisal of other support staff.

SUPERVISION AND GUIDANCE:

Responsible to the Head/Senior member of staff, but it is expected to seek guidance from appropriate sources.

RANGE OF DECISION MAKING:

To make decisions using own initiative where appropriate within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individual, groups of pupils and whole classes
- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils

RESPONSIBILITY FOR ASSETS, MATERIALS ETC:

To maintain the confidential nature of information to the school, its pupils, parents and carers.

To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.

The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working.

RANGE OF DUTIES

1. SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Develop and implement IEPs
- Support pupils consistently whilst recognising and responding to their individual needs

2. SUPPORT FOR THE TEACHER

- Organise and manage appropriate learning environment and resources
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matter, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment

- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc
- Production of lesson plans and delivery of lessons
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, including verbal and written feedback
- 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 exam/tests

3. SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils with agreed system of supervision, adjusting activities according to pupil responses/needs
- Make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

4. SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- To support, uphold and contribute to the development of Equalities policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of specialist expertise and use and use these to lead, advise and support others.
- Take initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils

5. LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Where necessary manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants