

The Bemrose School
HLTA – Secondary Phase
Job Description

Post:	HIGHER LEVEL TEACHING ASSISTANT
Remuneration:	SCP 12 to SCP 17
)	32.5 hours 52 weeks [1265 hours including INSET]
Area:	Whole school
Line manager:	Head of English

PURPOSE OF THE JOB

The main purpose of the post is to create and implement support packages for 4 students. In addition, the post holder will support, enhance and contribute to the delivery of the curriculum and examination schemes of work under the direction of the line manager. The HLTA will work collaboratively with teaching staff and teaching assistants to support pupil learning including leading a group or class under the direction of the line manager or teacher. The HLTA may be required to supervise whole classes during the short-term absence of teachers including in other areas of the school.

The HLTA will draw upon their enhanced knowledge and skills when assisting with planning, monitoring, assessing and managing support packages, and will encourage pupils to become independent learners, providing support for their welfare, and supporting the inclusion of pupils in all aspects of school life.

As with all roles in school, there is a commitment to ensuring the safety of young people.

Main Duties

Planning:

- To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- To plan and prepare support packages to meet the needs of identified pupils.
- To develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil needs.

- To contribute to the planning of opportunities for pupils to learn in out-of-lesson contexts in line with school's policies and procedures.

Teaching and Learning:

- To teach whole classes within an agreed system of supervision and within a pre-determined lesson framework
- To provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils
- To motivate and support pupils' learning by using clearly structured, interesting teaching and learning activities
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- To promote and support the inclusion of all pupils, including those with specific needs, both in learning activities within the classroom and during unstructured time.
- To use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and to encourage pupils to interact and work co-operatively with others
- In accordance with arrangements made by the Executive Headteacher or Head of School, to support 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
- To organise and safely manage the appropriate learning environment and resources
- To promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- To assist the class teacher in all aspects of inclusion in line with school policy
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment:

- With teachers, to evaluate pupils' progress through a range of assessment activities
- To assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- To monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- To assist in maintaining and analysing records of pupils' progress.
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children
- To support the teaching staff with reporting pupils' progress and achievements at parents' meetings which are usually held outside school hours.

Mentoring, Supervision and Development:

- To support and guide other less experienced Teaching Assistants' work in the classroom when required and to lead training for other teaching assistants
- To contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school
- To participate in staff meetings and training days/events as requested.

Behavioural and Pastoral:

- To recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- To understand and implement school safeguarding procedures and comply with legal responsibilities.
- To assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

Other

To cover lessons for absent teachers when required in response to the 'Rarely Cover' arrangements.

To carry out any other duties as reasonably required by the Executive Headteacher or Head of School.

The HLTA will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher, Head of School or line manager.