



## **Job Description for Higher Level Teaching Assistant**

**Title and Grade of Post:** Grade 8

**Effective from:** January 2024

### **Responsibilities:**

- Responsible ultimately to the Headteacher but managed on a daily basis by the classroom teacher and Inclusion Manager.
- All duties will be expected to be carried out according to agreed school policies and procedures including our code of conduct.
- Due regard will be given to appropriate confidentiality concerning school matters at all times.

### **Purpose of this Role:**

- To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes.
- The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of the class teacher.

### **Key Duties:**

- Plan, prepare and deliver teaching and learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the overall direction and supervision of a class teacher.
- Assess, record and report on development, progress and attainment.
- Liaise with staff and other relevant professionals and provide information about learners as appropriate.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
- Assess the needs of our learners and use detailed knowledge and specialist skills to support our children's learning.
- Support our learners social and emotional well-being, reporting problems to the teacher as appropriate.
- Implement Individual Learning Plans for children.
- Liaise with parents as required.
- Maintain good and supportive relationships with colleagues in school and work collaboratively with others as a member of a team.

## **HLTA - Class Teaching Responsibilities**

### **Professional Values and Practice**

- Have high expectations of all learners; respect their social; cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement.
- Treat children consistently, with respect and consideration, and show concern for their development as learners.
- Demonstrate and promote positive values, attitudes and behaviour.
- Communicate sensitively and effectively with parents and carers, recognising their roles in children's learning, and their rights, responsibilities and interests in this.
- Contribute to, and share responsibly in, the corporate life of school.
- Understand the contribution that support staff and other professionals make to teaching and learning.
- Develop own teaching, by evaluating it, learning from the effective practice of others and from evidence.
- Be aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

### **Knowledge and Understanding**

- Understand how children's learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
- Know how to use ICT effectively, both to support teaching and learning and to support the wider professional role.
- Understand the teacher's responsibilities under the SEN Code of Practice and know how to seek advice from specialists on less common types of special educational needs.
- Know a range of strategies to promote good behaviour and establish a purposeful learning environment.

### **Teaching**

- Use teaching and learning objectives to lead lessons, and sequences of lessons, showing how they will assess children's learning.
- Take account of and support learner's varying needs so that girls and boys, from all ethnic groups, can make good progress.
- Select and prepare resources, and plan for their safe and effective organisation, taking account of learner's interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- Take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, plan for the deployment of additional adults who support our children's learning.

### **Monitoring and Assessment**

- Monitor and assess as you teach, giving immediate and constructive feedback to support our children as they learn.
- Involve learners in reflecting on, evaluating and improving their own performance.
- Identify and support more able learners, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.

## **Teaching and Class Management**

- Have high expectations of learners and build successful relationships, centred on teaching and learning.
- Establish a purposeful learning environment where diversity is valued and where learners feel secure and confident.
- Teach clearly structured lessons or sequences of work which interest and motivate learners and which:
  - Make learning objectives clear to learners.
  - Employ interactive teaching methods and collaborative group work.
  - Promote active and independent learning that enables learners to think for themselves, and to plan and manage their own learning.
- Differentiate teaching to meet the needs of learners, including the more able and those with special educational needs.
- Take account of the varying interests, experiences and achievements of boys and girls, and children from different cultural and ethnic groups, to help learners make good progress.
- Organise and manage teaching and learning time effectively.
- Organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- Set high expectations for learner's behaviour and establish a clear framework for classroom discipline to anticipate and manage learner's behaviour constructively and promote self-control and independence.
- Use ICT effectively to support teaching.
- Take responsibility for teaching a class or classes over a sustained period of time.
- Work collaboratively with specialist teachers and other colleagues and, manage the work of teaching assistants or other adults to enhance children's learning.
- Recognise and respond effectively to equal opportunities issues as they arise in the classroom, including challenging stereotyped views, and challenging bullying or harassment, following relevant policies and procedures.