

HLTA– Supporting and Delivering Learning – Grade 7- Job Description		
Role Title	Typically reports to	
HLTA - Supporting and Delivering Learning	Assistant Head Teacher	
JE Code	Grade	Date of profile
D172	7	17.03.2020
Purpose of the role (job statement)		
<p>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.</p> <p>Responsible for the management and development of a specialist area within the school and/or management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.</p>		
Main Duties:-		
<p><u>Support for Pupils</u></p> <ul style="list-style-type: none"> ● 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 model, and setting high expectations. ● develop and implement IEPs, if needs be. ● promote the inclusion and acceptance of all pupils within the classroom. ● support pupils consistently whilst recognising and responding to their individual needs. ● 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 		
<p><u>Supporting for Teachers</u></p> <ul style="list-style-type: none"> ● organise and manage appropriate learning environment and resources. ● within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans, as appropriate. ● monitor and evaluate pupils’ responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives ● provide objective and accurate feedback and reports, as required, on pupil achievement, progress and other matters: 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.
- administer and assess/mark tests and invigilate exams/tests.
- production of lesson plans, worksheets, plans etc.

Support for the Curriculum

- deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupils' responses/needs.
- deliver local and national learning strategies e.g literacy, numeracy, ks3, early years and 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.
- select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- advise on appropriate deployment and use of specialist aid/resources/equipment.

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.
- take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
- recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- deliver out of school learning activities within guidelines established by the school.
- contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Carry out a 30 minute lunch duty each day (lunch provided)

Line Management Responsibilities, where appropriate

- Manage other Teaching Assistants, if needs be.
- 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

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Responsibilities:-

- be aware of, and comply with, policies and procedures relating to child protection, health, safety and security,
- confidentiality and data protection, reporting all concerns to an appropriate person
- be aware of and support difference and ensure equal opportunities for all
- contribute to the overall ethos/work/aims of the school
- appreciate and support the role of other professionals
- attend and participate in relevant meetings, as required
- participate in training and other learning activities and performance development, as required.

Person Specification – Teaching Assistant Supporting and Delivering Learning			
Area	Criteria Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
Skills Knowledge Aptitudes	• Can use ICT effectively to support learning.	E	A I
	• Full working knowledge of relevant polices/codes of practice/legislation.	E	AI AI
	• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.	E E	A
	• Good understanding of child development and learning processes.	E	
	• Understanding of statutory frameworks relating to teaching.		A I
	• Ability to organise, lead and motivate a team.	E	A
	• Constantly improve own practice/ knowledge through self-evaluation and learning from others.	E	A
	• Ability to relate well to children and adults.	E	A
Qualifications and Training	• Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these.	E	A
	• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.	E	A
	• Training in relevant learning strategies e.g. literacy.	E	A
	• Specialist skills/training in curriculum or learning area e g bi-lingual, sign language, ICT	D	A
	• Current NVQ level 2 in English and Maths or equivalent and willingness to work towards NVQ level 4 or degree equivalent in relevant discipline/job role	E	A
Experience	• Current teaching degree/qualifications.	E	A
	• Experience working with children of relevant age in a learning environment.	E	A I
Disposition	• Able to work on own initiative and as part of a team with minimal supervision	E	I
	• A friendly, positive and flexible approach	E	I
Conditions of Service			
National Joint Council			

Signature of post holder Date / /

Signature of headteacher Date / /

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This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.