



JOB DESCRIPTION

Job Title:

Higher Level Teaching Assistant

Responsible to:

**Headteacher, Deputy Headteacher (Pastoral)
SENDCo, Assistant SENDCo**

Contract Terms:

**37 Hours Per Week, Term Time only, working 39 weeks per annum
which includes Teacher Development Days**

Grade:

H – Points 18-21

Purpose of Role:

Support students to access learning, develop independence and make progress. Working under the direction of a teacher and within agreed school arrangements, plan and deliver learning activities and interventions for individuals, groups and, where appropriate, whole classes. Postholders will work across Maths, English and SEMH support, including supporting teaching assistants to promote student progress across the school according to students' needs.

General Duties and Responsibilities

- Plan, prepare and deliver agreed learning activities and targeted interventions, adapting materials and approaches for students with different starting points and needs.
- Support learning in Maths and English, including literacy and numeracy across the curriculum, and help students use strategies that build confidence and independence.
- Provide consistent SEMH support, using positive relationships, appropriate regulation strategies and the school's behaviour and safeguarding procedures to help students engage in learning.
- Lead whole-class learning when required and appropriately planned, under a teacher's direction; maintain a safe, purposeful environment and hand over information about learning and progress.
- Observe and record students' participation and progress; provide timely feedback to teachers and contribute to the review of interventions and support plans.
- Work with teachers, the SEND team, pastoral colleagues and other support staff to implement agreed reasonable adjustments and support for students with SEND.
- Prepare resources, maintain accurate and confidential records, and use school systems in accordance with policy.
- Communicate professionally with colleagues and, where authorised, parents and external professionals; contribute to meetings and training relevant to the post.
- Promote equality, attendance, positive behaviour and the safeguarding and welfare of all students; report concerns promptly through the school's procedures.
- Undertake other duties consistent with the evaluated grade and purpose of the role, as reasonably directed.
- To support inclusion across the school and where directed provide support for students in lessons with learning.

- Support with Exam access arrangements as directed by the SENDCo.
- Communicate with all stakeholders including where necessary parents to provide updates and feedback.
- To support the EBSA/ELSA team with strategies to support learning based on SEMH needs.
- Use of assistive technology to support learning, in particular use of Microsoft Office 365 and Teams for the potential of online lessons.

Working Arrangements and Professional Boundaries:

- The class teacher retains responsibility for teaching, planning and assessment. The HLTA works under teacher direction and school supervision, exercising appropriate initiative within agreed plans. The balance of responsibilities across these areas may change in response to student need.
- The Trust will support a successful candidate who does not yet hold HLTA status to work towards assessment, subject to an agreed development plan.
- This description summarises the main duties and may be reviewed in consultation with the postholder. Any material change to responsibilities should be considered through the Trust's grading arrangements.

Resources:

- Operate relevant equipment and computing software e.g. Class Charts, MS Office, SIMS, TEAMS, Outlook, Google Chrome etc

General:

- Be aware and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection; reporting all concerns to the appropriate person
- Carry out all duties with regard to the school's policies and codes of conduct
- Participate in training and other learning activities as required and to participate in appraisal and professional development
- Set high expectations of conduct, whilst acting as a role model for others.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards

The duties and responsibilities outlined above are not intended to be an exhaustive list. The postholder may be required to perform other reasonable duties commensurate with the role and grade, in response to organisational needs.

Key Responsibilities:

Contribute to the ethos and aims of the School

- To be aware of and understand the School's Equal Opportunities, Race Equality, Whistleblowing, ICT and Safeguarding Policies (available electronically through SharePoint) ensuring at all times that the duties of the post are carried out in accordance with School Policies.
- To ensure compliance with all Health and Safety legislation, risk assessments and associated codes of practice and school policies.
- To review and develop working practice by developing and maintaining effectiveness as a member of the school staff through taking responsibility for own continuing professional development.
- To work effectively with both teaching and support staff, applying own strengths and expertise to contribute positively to the overall aims and objectives of the school.
- To undertake any duty or responsibility that the Headteacher, line manager and the SENDCo asks relevant to the school's needs as required and are commensurate with the grade.

Skills/Qualifications:

Please refer to the Person Specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.

Further Information:

Scale Point	All staff start at the first scale point within their salary grade and receive annual increments until the top of scale is reached.
Pension	As an employer of the Local Government pension scheme, the postholder will be automatically enrolled into the Wiltshire Pension Scheme. The School pays a contribution of salary into the LGPS – this is an additional remuneration benefit.
Confidentiality	Some of the work undertaken within the School is of a highly confidential nature. The postholder must at all times maintain confidentiality and work within the School's data protection parameters.
Annual Appraisal	All staff undergo an annual appraisal as part of performance management at The Corsham School.

The Corsham School is committed to safeguarding and promoting the welfare of young people and all appointments are subject to Disclosure Barring Service checks, medical and satisfactory references as part of standard pre-employment checks.

CONFIRMATION OF RECEIPT

I confirm that I have read and understood the terms outlined in this statement and hereby accept the post on the conditions stated.

Signed**Date.....**

Higher Level Teaching Assistant (HLTA) - Person Specification

Criteria		Essential/Highly Desirable	Assessed By:	
			App Form	Interview/Task
Qualifications	Level 2 qualification (or recognised equivalent) in both English and Maths	E	✓	
	Relevant training in SEND, SEMH, literacy or numeracy intervention, or a relevant teaching assistant qualification.	HD	✓	
	HLTA status, or demonstrable relevant experience and a commitment to work towards HLTA status with Academy support.	E	✓	
Experience	Experience supporting secondary-age students' learning, individually and in groups, in a school or comparable setting.	E	✓	
	Experience adapting activities or support to differing learning needs and contributing to records of progress.	E	✓	
	Experience delivering planned interventions or leading learning for a whole class under teacher direction.	HD	✓	
	Experience supporting literacy and numeracy development, preferably through targeted intervention.	HD	✓	
	Experience supporting students with social, emotional or mental health needs and using positive behaviour and regulation strategies.	HD	✓	
Abilities, Skills & Knowledge	Sound knowledge of safeguarding responsibilities, professional boundaries, confidentiality and when to escalate a concern.	E	✓	✓
	Ability to plan and deliver structured activities from agreed objectives, manage a group effectively and adapt support in the moment.	E	✓	✓
	Ability to use observations and assessment information to give useful feedback and help evaluate progress.	E	✓	✓

	Good working knowledge of inclusive practice, SEND support and reasonable adjustments.	E	✓	✓
	Clear spoken and written communication, sound literacy and numeracy, and confidence using school IT systems.	E	✓	✓
	Ability to build respectful relationships with students and work constructively with teachers, pastoral and SEND colleagues.	E	✓	✓
	Working knowledge of both core learning support and SEMH approaches, with a commitment to developing their skills across these areas.	E	✓	✓
Personal Qualities	Calm, patient and consistent, with high expectations for students and respect for their dignity.	E	✓	✓
	Organised, dependable and able to exercise initiative within agreed responsibilities.	E	✓	✓
	Committed to safeguarding, equality, professional learning and the Academy's values.	E	✓	✓