

Children & Young People's Service

Snainton Church of England Primary School

JOB DESCRIPTION

POST:	Higher Level Teaching Assistant (HLTA)
GRADE:	Grade F
RESPONSIBLE TO:	Head Teacher / Senior Management Team/ SENCO/Inclusion Manager
STAFF MANAGED:	None
POST REF:	JOB FAMILY: 7
JOB PURPOSE:	<p>To complement the professional work of teachers by taking responsibility for activities in the early years (including nursery) under an agreed system of supervision.</p> <p>To advance pupils' learning, including working with individual pupils or groups. Activities involve planning, preparing and delivering engaging activities as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development.</p>
JOB CONTEXT:	<p>This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English.</p>
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Form an integral part of the leadership structure across the early years working in collaboration with the Leader for Early Years • Plan teaching and learning objectives, prepare and deliver a range of early years provision and evaluate areas of learning, responding to pupil interests and needs • Implement ambitious plans for outstanding areas of learning both indoors and outdoors, stimulating pupils' interests and engagement • Monitor, record and evaluate pupil responses to learning areas through a range of assessment and monitoring strategies • Interact with pupils in ways that support their development and promotes independence, preparing them for the Reception and Year 1 curriculum

	<ul style="list-style-type: none"> • Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence • Support pupils in their social and emotional wellbeing, and develop and implement related social, health and physical programmes • Take account of the effects of different parenting approaches, background and routines • Encourage and motivate pupils to promote independence and resilience and increase self-esteem • Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils • Provide supervision during breaks as required
Communication	<ul style="list-style-type: none"> • Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's learning and support home to school and community links. • Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
Sharing Information	<ul style="list-style-type: none"> • Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence • Participate in meetings with other staff, external professionals, and parents, regarding pupils • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information about pupils with teachers and other professionals, as required
Safeguarding and Promoting the Welfare of Children/Young People	<ul style="list-style-type: none"> • Assist pupils with intimate care needs, personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence • Be responsible for promoting and safeguarding the welfare of pupils that you are responsible for and come into contact with, reporting concerns as appropriate
Administration/Other	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment and resources • Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning • Assist with administrative support e.g. dealing with correspondence, making phone calls etc • Be responsible for marking the register • Participate in training and appraisal
Data Protection	<ul style="list-style-type: none"> • To comply with the County Council's policies and supporting

	documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure • Work with colleagues and others to maintain health, safety and welfare within the working environment
Equalities	<ul style="list-style-type: none"> • Promote inclusion and acceptance of all pupils • Ensure services are delivered in accordance with the aims of the Equality Policy Statement • Develop own and team members understanding of equality issues
Flexibility	<ul style="list-style-type: none"> • North Yorkshire Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values
Date of Issue:	February 2024

PERSON SPECIFICATION

JOB TITLE: Higher Level Teaching Assistant (HLTA) Grade F

Essential upon appointment	Desirable on appointment
<p>Knowledge</p> <ul style="list-style-type: none"> • Good understanding of early child development and learning processes • Understanding of individual children's needs • An understanding that children have differing needs and knowledge of inclusive practice 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection and Health & Safety legislations and procedures
<p>Experience</p> <ul style="list-style-type: none"> • Significant experience of working with children in an early years setting 	<ul style="list-style-type: none"> • Experience in a relevant specialism e.g. Art/Music/Sport • Experience in a mixed age setting
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills • Able to communicate effectively and build good relationships with all staff, children, young people, families and carers 	
<p>Qualifications</p> <ul style="list-style-type: none"> • Level 2 numeracy & literacy qualification or equivalent • HLTA status or QTS • It is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards, or have Qualified Teacher Status to enable them to deliver teaching and learning activities 	<ul style="list-style-type: none"> • Relevant NVQ level 4 or foundation degree • Paediatric first aid training
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise judgement • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children • Ability to form and maintain appropriate relationships and personal boundaries with children • Emotional resilience in working with challenging behaviours 	

and attitudes	
<ul style="list-style-type: none">• Ability to use authority and maintaining discipline• An empathy for equality & diversity• The ability to converse in accurate spoken English is essential for the post	

NB – Assessment criteria for recruitment will be notified separately.

You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be assessed in some or all of the skill specific areas over the course of the selection process.