

Job Description

Marlborough School

Post title: HLTA

Responsible to: Deputy Headteacher

Responsible for: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals and small groups. HLTAs will monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. HLTAs will based with a pathways or class, and cover regular PPA with support.

Functional links: DHT, students, teachers, parents and carers, premises team, therapists, health and other school staff.

Major Duties and Responsibilities:

1. Complement the professional work of teachers and other professionals in ensuring pupils' continuing educational development by use of specialist skills/training/experience and through establishing constructive relationships.
2. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning and achievement in all areas of the EHCP.
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of activities so that pupils receive the maximum benefit from their education.
4. Produce lesson plans, exciting and engaging activities, organise and manage learning environment and resources, advising on the appropriate deployment and use of specialist aid/resources and equipment.
5. Adjust such plans to secure pupils motivation and interest for learning.
6. Plan teaching and learning objectives where these are not available and teach effectively, communicating pupils' progress back to the class teacher.
7. To lead on one area of specialism (for example SEMH, Communication, Sensory) including delivering training to other staff.
8. To be a first aider

Job Activities

- Support pupils consistently whilst recognising and responding to their individual needs ensuring their safety and encourage pupils to interact with others and to engage in activities.
- Promote independence and employ strategies to recognise and reward achievement of self- reliance, providing feedback to pupils in relation to progress and achievement.
- Establish productive working relationships with pupils, and interact with them according to individual needs, promoting the inclusion/acceptance of all pupils.
- Acting as a role model and setting high expectations.

- To deliver interventions within one area of specialism (for example SEMH, Communication, Sensory), triaging referrals, reporting on progress, and handing over interventions to class teams.
- Within an agreed system of supervision, plan and deliver challenging teaching and learning objectives to pupils, assessing, evaluating and adjusting activities/lessons/work plans as appropriate and according to pupil responses/needs.
- To cover classes as necessary according to the needs of the school
- Record progress on pupil achievement in lessons/activities systematically ensuring the availability of appropriate evidence. Provide objective and accurate feedback, evidence and reports on the range and level of progress and attainment.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Informing and supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Use ICT effectively to support learning activities, select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Contribute to the overall ethos/work/aims of the school.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop which includes differentiating work.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Liaise between senior leaders/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff as necessary.
- Represent teaching assistants at teaching staff/management/or other appropriate meetings.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.