

**BARTON SEAGRAVE PRIMARY SCHOOL**  
**Belvoir Drive, Barton Seagrave, Kettering, Northants. NN15 6QY**  
**01536 722793**

**HLTA Required:**

**Hours: 19.5 per week spread over 3 days**

**Grade: G Point 19 (£9.72 per hours)**

This is a temporary appointment to the end of the academic year with the possibility of it being made permanent, budget permitting.

We are looking to employ an experienced, enthusiastic HLTA, with experience across the primary age phase, to join our friendly, hardworking team. The post is for 19.5 hours per week, spread over 3 days, to cover PPA and subject co-ordinator release.

**The successful candidate will:**

- Be committed to raising pupil achievement and making learning fun.
- Have high expectations of all children.
- Have the ability to work on their own initiative.
- Have experience of teaching whole class lessons and small group interventions.
- Be able to work as part of a team and value the importance of this.
- Recognise the importance of home/school partnerships.

**We can offer:**

- Well behaved motivated and enthusiastic children.
- A hard working, enthusiastic and supportive team.
- Supportive families with established home/school partnerships.
- A commitment to professional development.

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Visits to the school are encouraged and welcomed. To arrange a visit, please contact the school on the above number. Application packs are available via the school office or via the latest downloads section of on our website [www.bartonseagraveprimaryschool.org](http://www.bartonseagraveprimaryschool.org).

Closing date for application: Friday 9<sup>th</sup> February at midday.

Anticipated interview date: w/b 19<sup>th</sup> February.

This post is subject to an enhanced DBS clearance and a medical check.

## Barton Seagrave Primary School

### Job Description

Post title:	<b>Higher Level Teaching Assistant</b>
Name	

### Context

Higher Level Teaching Assistants, unlike other Teaching Assistants within the job family, are expected to carry out 'specified work' from the Education (Specified Work and Registration) (England) Regulations 2003. In order to work as a HLTA, all post holders must hold qualified HLTA status, (measured against a national framework of standards) or a higher appropriate qualification and have the ability to work with the whole class. The post holder will be expected to have considerable expertise/specialism.

Although duties involve the interpretation of recognised procedures or guidelines, post holders will be expected to use considerable initiative and contribute to planning over the short and medium term. The work will involve responding independently to unexpected problems and situations. The post holder has access to a line manager for advice and guidance on unusual or difficult problems.

### Overall purpose of the post

- **The postholder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.**
- **This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teacher and take some classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment.**
- **The postholder will be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher to the class or group. H/she will operate with a high level of delegated authority under an agreed system of supervision.**

### Principal responsibilities

Under the direction of a qualified teacher:

#### 1. Support for pupils.

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Develop and implement pupil's Individual Education / Behaviour / Personal Care / Support/ Medical / Mentoring plans and review progress
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

## 2. Support for teachers

- Organise and manage an appropriate learning environment and resources
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives
- Within the schools discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Establish constructive relationships with parents/carers.
- Administer routine tests and undertake routine marking of pupils' work.
- Provide admin. Support e.g. photocopying, typing, filing, money, administer coursework etc.

## 3. Support for the curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1, KS2 & early years curriculum, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment /resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

## 4. Support for the School

- Be aware 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 all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Be involved in and contribute to whole school policy development
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks may be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder.

Employee Signature.....

Date.....

**Barton Seagrave Primary School  
HLTA Person Specification**

<b>General heading</b>	<b>Detail</b>	<b>Examples ( E= essential/D=Desirable)</b>
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Successful experience working with children in a school/early years environment E  Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience E  Meet Higher Level Teaching Assistant standards D
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid D  Understand classroom roles and responsibilities and your own position within these E
	Literacy	Good reading and writing skills-GCSE C or equivalent E
	Numeracy	Good numeracy skills-GCSE Grade C or equivalent E
	Technology	Full working knowledge of ICT to support learning E
<b>Communication</b>	Written	Ability to write detailed reports, letters etc D
	Verbal	Ability to use clear language to communicate information unambiguously E  Ability to listen effectively E
	Languages	Specialist language/communication skills if appropriate D
	Negotiating	Ability to negotiate effectively with adults and children E
<b>Working with children</b>	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment E
	SEN	Successful completion of training to support SEN if appropriate E
	Curriculum	Working knowledge and experience of implementing national curriculum and other relevant learning programmes E  Good working knowledge of specialist curriculum area(s) if appropriate D  Understanding of statutory frameworks relating to teaching E
	Child Development	Detailed understanding of child development and learning processes E  Ability to assess and record progress and performance and recommend appropriate strategies to support development E

		Motivate, inspire and have high expectations of pupils E
	Health & Well being	Understand and support the importance of physical and emotional wellbeing E
<b>Working with others</b>	Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc E  Ability to work with parents and carers to improve support for children E
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults E
	Team work	Ability to work effectively with a range of adults E
	Information	Contribute to the development and implementation of effective systems to share information E
<b>Responsibilities</b>	Organisational skills	Good organisational skills E  Ability to remain calm under pressure E  To be flexible E  Follow instructions accurately E  Use own initiative and work independently E
	Line Management	Ability to manage and support the work of others E
	Time Management	Ability to manage own time effectively E  Ability to adapt quickly and effectively to changing circumstances, situations E
	Creativity	Demonstrate creativity and an ability to resolve problems independently E
<b>General</b>	Equalities	Awareness of and promotion of equality E
	Health & Safety	Good understanding of Health & Safety E
	Child Protection	Good understanding and effective implementation of child protection procedures E
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality E
	CPD	Demonstrate a clear commitment to develop and learn in the role E  Constantly improve own practice/knowledge through self-evaluation and learning from others E