HIGHER LEVEL TEACHING ASSISTANT (HLTA) – PPA Cover

GENERAL INFORMATION
The role of the Higher Level Teaching Assistant (HLTA) – PPA Cover is to work across the school to provide PPA release time for teachers and cover as and when required.

PURPOSE OF JOB
- The role of the HLTA PPA Cover is to provide and deliver learning activities to whole classes of pupils when the class teacher is not present. The HLTA will plan, prepare and deliver lessons and assess, mark, record and report on development, progress and attainment, under the direction of subject co-ordinators.
- To work independently with whole classes of pupils.
- To be responsible for the management and development of a specialist area within the school, as agreed with your line manager.

SPECIFIC DUTIES

Support for Pupils
- 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.
- 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.
- Organise and manage appropriate learning environments and resources for the lessons that they teach.
- Plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback/ marking and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

Support for teachers
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Deliver learning activities to pupils, adjusting activities according to pupil responses/needs.
Support for the curriculum

- 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.

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, equal opportunities, 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.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities with guidelines established by the school.

The position will be line-managed by the Inclusion Co-ordinator and subject to an annual performance review in line with the School’s Performance Appraisal Policy.
PERSON SPECIFICATION
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The person specification shows the abilities and skills you will need to carry out the duties in the job description. Applicants must address each point of the person specification sequentially within the statement of suitability within their application. Applications where this has not been fulfilled will not be considered.

Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form.

If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Experience
- Successful recent experience working with children of relevant age in a learning environment.

Qualifications/Training
- Meet Higher Level Teaching Assistant standards.
- Hold an NVQ Level 3 or above in Specialist Teaching & Learning Support, Teaching & Learning Support, CCLD or equivalent.
- Possess good Literacy and Numeracy skills – equivalent to at least Basic Skills Level 2/GCSE ‘C’ grade in English & Maths.
- Recent training in relevant learning strategies, e.g. Literacy/Numeracy.
- Specialist skills/training in curriculum or learning area, e.g. modern foreign language, Music or RE.

Abilities/Skills/Knowledge
- Ability to provide and deliver learning activities for whole classes of pupils.
- Ability to use ICT effectively to support learning including Interactive Whiteboard and other equipment technology, e.g. DVD, photocopier.
- Full working knowledge of relevant policies/codes of practice/legislation.
- Good working knowledge and experience of implementing relevant curricula and other relevant learning programmes.
- Good understanding of child development and learning processes.
- Good understanding of statutory frameworks relating to teaching.
- Desire and ability to constantly improve own practice/knowledge through self-evaluation and learning from others.
- Ability to relate well to children and adults and communicate with them, verbally and in writing.
- An understanding of classroom roles and responsibilities and your own position within these.
- Ability to apply a range of behaviour management policies and strategies which contribute to a purposeful learning environment.
- Ability to work effectively as part of a team and contribute to group thinking, planning etc.
- Ability to be flexible.
- Ability to use own initiative and work independently.
- Motivate, inspire and have high expectations of pupils.
- Creative approach to problem solving.
- Ability to adapt quickly and effectively to changing circumstances/situations.
- Ability to work calmly under pressure.
- Committed to personal and professional development.
- Ability to critically evaluate own performance.
- An awareness of, and commitment to, equalities issues.
- Ability to record and assess pupil progress/performance etc.
- Ability to comply with policies and procedures relating to child protection, health, safety and security, confidentiality, data protection and equal opportunities.