

St Oswald's Catholic Primary School

Job Description for HLTA.

Introduction

The roles and responsibilities outlined in this post are covered by the latest School Teachers' Pay and Conditions Document.

Core Purpose (including Strategic Direction and Development)

- To cover PPA across the school as required;
- To cover staff sickness/training sessions as required;
- Contributing to the development of a caring school and community in which there is equality of opportunity regardless of race, gender or disability;
- Securing high successful outcomes for pupils through high quality provision;
- Liaising effectively with colleagues to ensure consistency of approach in teaching and learning;
- Ensuring an active involvement and development of school policies and practice;
- Supporting the creation and implementation of relevant school improvement plans.

Key Responsibilities:

Culture and Ethos

- Contributing to the Catholic ethos of the school;
- Ensuring that the school's Mission Statement is implicit in the everyday life of the school;
- Contributing to the development of a caring school community with respect and equality of opportunity for all;
- Demonstrating high standards of personal integrity, commitment, loyalty, discretion and professionalism.

Teaching and Learning

- To have a secure knowledge of the EYFS, KS1 and KS2 curriculum;
- Taking responsibility for planning and implementing appropriate work programmes for all children in the designated classes you work in, within the framework of national and school policies;
- Planning work for the class in accordance with school curriculum policies and in co-operation with class teachers to ensure that the children experience a broad, balanced, relevant and stimulating curriculum;
- Ensuring a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability;
- Making appropriate educational provision for children with SEN and EAL, with support from the SENCO, EAL leader and Pupil Premium Leader;

- Providing children with opportunities to manage their own learning and become independent learners;
- Creating a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and behavior management;
- Fostering each child's self-image and esteem and establish relationships which are based on mutual respect;
- Working closely with colleagues to undertake planning and the implementation of agreed schemes of work;
- Assessing children's progress, maintaining records and providing written reports to parents and carers in accordance with school policies;
- Communicating and consulting with parents/carers and with outside agencies, as necessary, about children's progress and attainment;
- Ensuring that the school's aims and objectives in relation to the curriculum, equal opportunities, behaviour and pastoral care are promoted in every day classroom organisation and practice;
- Securing and sustaining high expectations and high quality practice in teaching and learning;
- Establishing positive working relationships at all levels;
- Supporting the appraisal procedures and using this to develop personal and professional effectiveness;
- Participate in staff meetings and training days/events as requested;
- Undertaking such reasonable duties as the Headteacher may, from time to time, require.

Behavioural and Pastoral

- To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school;
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable;
- Provide physical support and maintain personal equipment used by the children at the school;
- Administer medication as agreed;
- Supervise pupils in the playground and plan and organise play time activities;
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

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Person Specification for HLTA.

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

D- Desirable E – Essential Criteria

EDUCATION & EXPERIENCE

- Meet HLTA standards, have HLTA qualification or equivalent or have NVQ L3 and be willing to train for HLTA Status. E
- Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 3. E
- Proven experience of working with children in an educational setting. E

KNOWLEDGE & UNDERSTANDING

- Knowledge & understanding of the National Curriculum E
- Knowledge & understanding of Early Years. D
- Understanding of behaviour management strategies. E
- Understanding of First Aid procedures. E

SKILLS

- Effective oral and written communication skills. E
- Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. E
- Good organisational and time management skills. E
- Good ICT skills to support learning and maintain electronic information systems. E

ABILITIES

- Able to form and maintain appropriate professional relationships and boundaries with children and young people. E
- Ability and willingness to work constructively as part of a team. E
- Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy. E
- Ability to organise the classroom activities e.g. preparing and setting out resources. E
- Ability to deal with sensitive information in a confidential manner. E
- Ability to help children and young people to transfer their learning to other parts of their lives. E
- Ability to provide a good role model to young pupils. E
- Ability to work in partnership with parents and teachers. E
- Ability to use own initiative and work flexibly. E

OTHER

- Willingness to attend school training sessions. E
- Empathy with young people facing barriers to their learning. E
- A commitment to helping young pupils achieve, through education and learning. E
- An understanding of and a genuine commitment to Equal Opportunities. E

