

HAMPSHIRE COUNTY COUNCIL

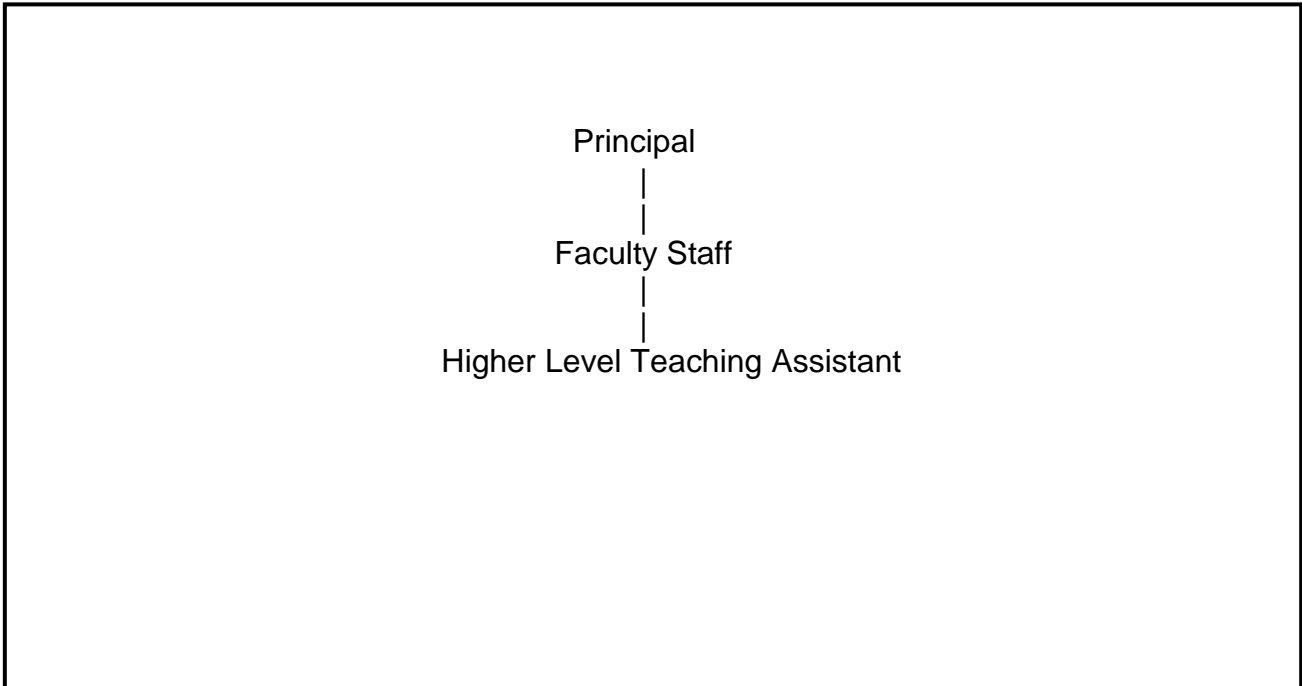
Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

Role profile ref:	02132
Department/Section:	Education (schools)
Role Title:	Higher Level Teaching Assistant Level 1 (Generic)
Reports To:	Faculty Staff
Role Purpose:	Provide learning activities for classes and deliver lessons set by, or with teachers, under the professional direction and supervision of a qualified teacher

Section B Organisation



Section C

ROLE REQUIREMENTS

Accountabilities	Accountability Statements	% of Time
Support for students	<ul style="list-style-type: none"> Assume whole class responsibility for teaching and learning, as directed by the teacher Use specialist skills to support students, fostering independence Assist with Individual Education Plans (IEPs) 	50
Support for the teacher	<ul style="list-style-type: none"> Working unsupervised, assist the teacher to create an appropriate learning environment Work with the teacher in lesson planning, adjusting plans as appropriate Evaluate student's responses to activities through planned observation 	15
Support for the curriculum	<ul style="list-style-type: none"> At whole class level, contribute to and implement curriculum programmes 	15
Support for the college	<ul style="list-style-type: none"> Establish constructive relationships with agencies Supervise students on college trips/out of college activities Provide training to staff as appropriate in area of strength/ expertise Some limited supervisory responsibilities 	15
Corporate and statutory initiatives – equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> Maintain an awareness of college, national and statutory policies and requirements and apply these in the workplace 	5

Section D –The key decision making areas in the role

- A level 1 HLTA, whilst working under the general direction of the teacher, will work unsupervised and without the close presence of the teacher and will implement lesson plans, deal with student behaviour and make judgements about student progress/student needs without reference to the teacher
- A level 1 HLTA, due to training and expertise, will normally carry a specific specialist responsibility (eg. speech therapy) and support and develop other staff in the college when help is needed in this area

Section E – The role dimensions – financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the HLTA
- A level 1 HLTA, if they hold a specialist qualification, will guide teaching staff in this area. They will also brief and support new staff (including teachers) on the stage of development of students
- Written reports required from HLTAs are detailed and complicated especially if they are addressing complicated student needs
- A level 1 HLTA undertakes whole class supervision in the absence of the class teacher as required and according to the needs of the college
- Number on roll: approximately 900

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in college) – frequent contact with students to support learning and meet wider needs, other colleagues, teachers, headteacher, members of the governing board
- External (outside college) – (usually under the direction of the teacher) parents/guardians/carers, Education Psychologist, other LEA specialist colleagues, specialist groups on educational visits, students.

Section G – Working conditions – environment, and physical effort or strain

- College and classroom based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with teacher, for maintaining calm
- External working on trips, educational visits etc and, in the case of some special schools, home/school liaison visits
- Manual handling responsibilities
- Skilled in de-escalation techniques
- Expected to maintain behaviour management standards of children, some of whom can be especially challenging, difficult and sometimes violent, and deal with racial/abusive language and bullying
- Health and Safety responsibility for self, students and area which is particularly demanding in a child-centred environment
- In special schools, undertake personal/intimate medical work for children with special needs.

Section H - Context/additional information

- There is a multi-role aspect to this job in that the expertise of the Level 1 postholder will affect the depth and range of support the class teacher can expect
- It has a high confidential component and needs to hold the trust and confidence of both the students and the teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school
- High levels of stress are generated by various aspects of the role including when dealing with individual students and/or groups with complex and demanding learning needs. The post holder's working hours predominantly require constant student contact

PROGRESSION IN ROLE

Section J - Entry: Necessary role-related knowledge, skills and experience at selection

- Empathy with students and sympathetic to their needs
- Meet Higher Level Teaching Assistant standards
- NVQ3 for Teaching Assistants or equivalent qualification or experience
- Excellent literacy/numeracy skills
- Minimum of 2 years' relevant experience in a teaching/learning/child support working environment
- Good communication skills and able to clarify and explain instructions clearly
- Can use ICT effectively to support learning
- Working knowledge of national curriculum, particularly literacy and numeracy requirements, and other relevant learning programmes/strategies
- Professionally discreet and able to respect confidentiality on particular issues
- Well developed interpersonal skills and sense of humour enabling effective relationships with a variety of people
- Team worker

Section K – Initial induction/training required to become effective in the role

Estimated time to become operationally effective

Up to 3 months

- Shadowing experienced HLTA in college
- Knowledge of college and college systems/policies
- Approach towards student discipline and behaviour
- Relationship between and respective responsibilities of teacher and HLTA
- Professional relationships between staff and students
- Support from mentor HLTA
- Manual handling skills
- Developing health and safety knowledge
- Independent working, under the professional direction of a teacher, with whole classes and groups of students

Section L – Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards student discipline
- Good organisational ability
- Able to work at an advanced level with the teacher in planning and delivery of teaching activities (including those defined in IEPs)
- Able to implement individual behaviour management plans where appropriate
- Able to monitor, evaluate and record student progress
- Competent in working with a whole class of children without the direct supervision from the teacher
- Ability to apply knowledge and skills from training in practical classroom context
- Flexible in relation to tasks undertaken and groups/students allocated
- Ability to motivate and encourage students appropriately
- Ability to work independently and with initiative
- Ability to establish and maintain good relationships and rapport with other colleagues in the college and external contacts
- Possession (particularly in special schools) of specialist qualifications/skills to deal with needs of particularly challenging students
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Inputting to and, where appropriate, leading on professional development of college staff during in-service activity
- Recognised for expertise in college and, possibly, more widely in LEA
- Mentoring of other HLTAs/learning support staff
- Support for the induction of other staff in the college including, in appropriate circumstances, teaching staff
- Able, under the overall direction of the teacher, to take responsibility for meetings with external contacts
- Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, dyslexia, ICT, Maths and English
- Ability to self-evaluate learning needs and actively seek learning opportunities