

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.

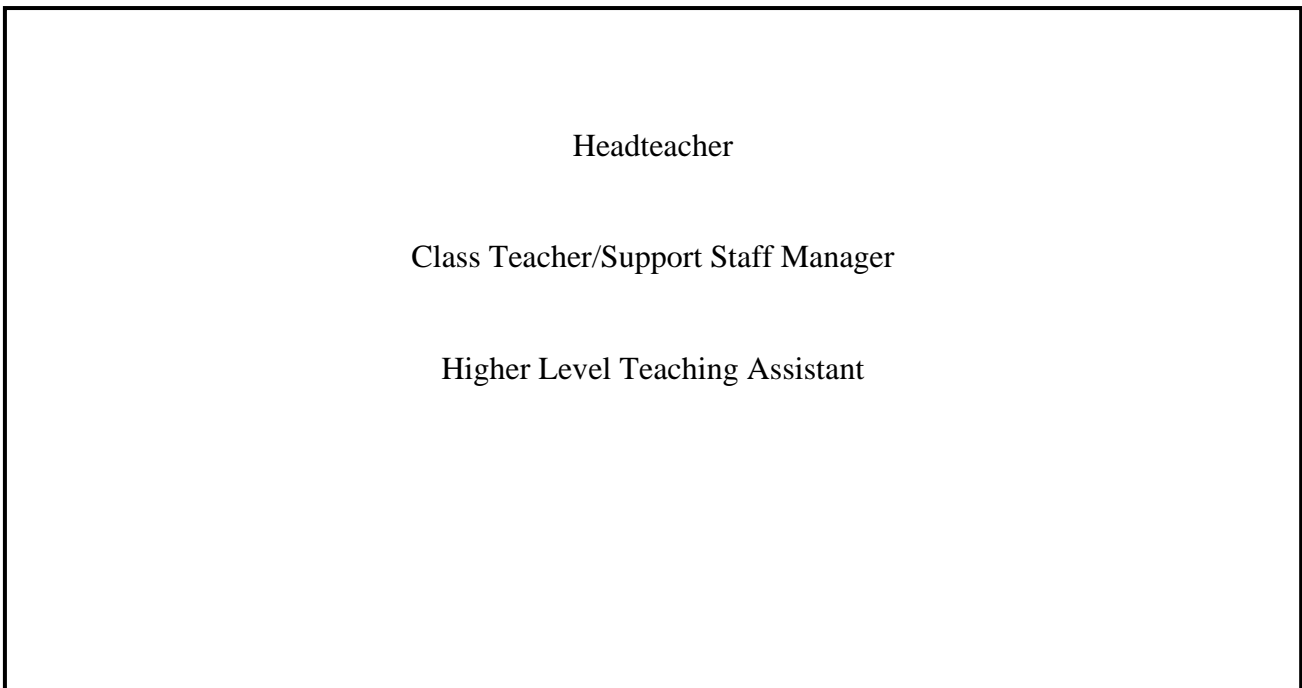
ROLE PROFILE FORM

Section A

Role profile ref:	02132
Department/Section:	Education (schools)
Role Title:	Higher Level Teaching Assistant Level 1 (Generic)
Reports To - (Supervisor/manager's role title) :	Class Teacher or Support Staff Manager
Role Purpose: (why the role exists)	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

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C

ROLE REQUIREMENTS

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Support for pupils	<ul style="list-style-type: none"> Assume whole class responsibility for teaching and learning, as directed by the teacher Use specialist skills to support pupils, fostering independence Assist with Individual Education Plans (IEP' s) 	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 pupils 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 school	<ul style="list-style-type: none"> Establish constructive relationships with agencies Supervise pupils on school trips/out of school activities Provide training to staff as appropriate in are 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 school, 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 pupil behaviour and make judgments about pupil progress/pupil 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 school 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 pupils.
- Written reports required from HLTAs are detailed and complicated especially if they are addressing complicated pupil 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 school.
- *Include size of school and number on roll.*

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

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

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

- School 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 restraint techniques for dealing with difficult children.
- 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, children 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 confidentiality component and needs to hold the trust and confidence of both the pupils 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 pupils and/or groups with complex and demanding learning needs. The postholder's working hours predominantly require constant pupil contact.

PROGRESSION IN ROLE

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

- Empathy with pupils 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/foundation stage 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 school.
- Knowledge of school and school systems/policies.
- Approach towards pupil discipline and behaviour.
- Relationship between and respective responsibilities of teacher and HLTA.
- Professional relationships between staff and pupils.
- 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 children.

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

- Firm, sensitive and effective approach towards pupil 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 pupil 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/children allocated.
- Ability to motivate and encourage children appropriately.
- Ability to work independently and with initiative.
- Ability to establish and maintain good relationships and rapport with other colleagues in the school, and external contacts.
- Possession (particularly in special schools) of specialist qualifications/skills to deal with needs of particularly challenging pupils.
- 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 school staff during in-service activity.
- Recognised for expertise in school and, possibly, more widely in LEA.
- Mentoring of other HLTAs/learning support staff.
- Support for the induction of other staff in the school 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, sign language, Makaton, dyslexia, ICT, maths, English, CACHE etc. In special schools, training in SCIP, PECS, ASD and manual handling may be essential requirements.
- Ability to self evaluate learning needs and actively seek learning opportunities.