



# Higher Level Teaching Assistant (HLTA)

## Key Responsibilities

### ALN, CNRB and Intervention Support

- Work in partnership with the ALNCo to identify learners with ALN and respond appropriately to their needs through direct support, delegation to TAs, or referral to internal/external agencies.
- Support the CNRB Lead with administrative and paperwork requirements, ensuring accurate, timely and well-organised documentation.
- Write and manage Individual Development Plans (IDPs) and One-Page Profiles (OPPs) as delegated by the ALNCo/CNRB Lead.
- Track and monitor the academic progress of learners with ALN across the school, ensuring appropriate support and interventions are in place.
- Ensure consistency of follow-up and practice across the team and work with the ALNCo/CNRB lead to maintain consistency across the school.
- Coordinate support for learners with specific needs such as HI, VI and EAL.
- Identify targeted pupils for intervention groups, organise withdrawal from lessons where appropriate, and lead intervention sessions.
- Develop resources to support intervention sessions or class teachers.
- Support effective home-school partnerships.
- Work with the ALNCo/CNRB lead to develop and implement tracking and monitoring systems to measure the impact of interventions.
- Support pupils consistently while recognising and responding to their individual needs.
- Promote independence and use strategies to recognise and reward self-reliance.
- Provide feedback to pupils regarding progress and achievement.
- Research best practice nationally and internationally to support professional growth and school development.
- Participate in restorative approaches and trauma-informed practice across the school.
- Carry out any other duties commensurate with the grade of the post.

### Teamwork and Professional Development

- Work constructively as part of a team, understanding classroom roles and responsibilities.
- Meet regularly with the team to ensure consistency of practice, share good practice and address development needs.
- Meet regularly with individual TAs to support their development and address any concerns.
- Take responsibility for personal professional development, including attending in-service training.

## **Person Specification Essential Criteria**

### **Skills**

- Effective use of ICT to support learning.
- Ability to organise, lead and motivate a team.
- Ability to relate well to children and adults.
- Commitment to improving own practice through self-evaluation and learning from others.

### **Knowledge & Understanding**

- **Strong understanding of Additional Learning Needs (ALN), including relevant systems, processes and documentation used to support learners effectively.**
- Understanding of statutory frameworks relating to teaching in a 3–16 learning environment.
- Experience of working with children of relevant age in a learning environment.
- Working knowledge and experience of implementing Curriculum for Wales and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes.
- Full working knowledge of relevant policies, codes of practice and legislation.
- Ability to work constructively as part of a team, understanding classroom roles and responsibilities.

### **Qualifications / Training**

- Meet HLTA standards or hold an equivalent qualification with relevant experience, or be eligible to meet HLTA standards and able to demonstrate relevant experience.
- Training in relevant learning strategies (e.g., literacy, numeracy).
- Prior consideration will be given to those currently meeting HLTA standards.

### **Desirable Criteria**

- Specialist skills/training in a curriculum or learning area (e.g., bilingualism, sign language, ICT).
- Additional training relevant to ALN or intervention work.

**Person Specification**

Essential Criteria	How Identified	Desirable Criteria	How identified
<b>SKILLS</b> Can use ICT effectively to support learning  Ability to organise, lead and motivate a team  Ability to relate well to children and adults	Application Form and Selection Process  Application Form and Selection Process  Application Form and Selection Process	Constantly improve own practice/ knowledge through self-evaluation and learning from others	Application Form
<b>KNOWLEDGE &amp; UNDERSTANDING</b> Understanding of statutory frameworks relating to teaching in a 3-16 learning environment  Experience working with children of relevant age in a learning environment.  Working knowledge and experience of implementing curriculum for Wales and other relevant learning programmes/strategies  Good understanding of child development and learning processes  Full working knowledge of relevant polices/codes of practice/legislation	Application Form  Application Form  Application Form and Selection Process  Application form and Selection Process  Application Form	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Application form and Interview
<b>QUALIFICATIONS/ TRAINING</b>  Meet Higher Level Teaching Assistant standards or equivalent qualification with relevant experience or be eligible to meet the HLTA standards and able to demonstrate relevant experience (please see selection criteria)  Training in relevant learning strategies e.g. literacy and numeracy	 Application Form  Prior consideration will be given to those currently meeting the HLTA standards  Application Form	Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT	Application Form and Selection Process