

JOB DESCRIPTION

Job Title:	Higher Level Teaching Assistant
Grade:	7
Salary:	SCP 24 – SCP 28
Conditions of Service:	Support Staff Contract of Employment
Responsible to:	Principal

Statement of Purpose

The post holder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities. This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and take some classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment. The post-holder will be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher to the class or group. H/she will operate with a high level of delegated authority under an agreed system of supervision.

Main Duties

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Develop and implement pupil's Individual Education/Behaviour/Support/Mentoring Plans and review progress.
- Organise and manage appropriate learning environment and resources.
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake more complex marking of planned work.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the school's discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment.
- Co-ordinate and organise pupils attending extracurricular activities/work experience or other out of school activities (where appropriate).

- Invigilate exams/tests within the school environment.
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs with the support of a qualified Teacher.
- Contribute to curriculum planning, evaluation and implementation.
- Use ICT effectively to support learning activities.
- Contribute to the development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils with appropriate support.

Support to School

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes where appropriate.

Professional Accountabilities

- The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

People Management

- To comply and engage with people management policies and processes.
- Contribute to the overall ethos/work/aims of the Trust.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the trust's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Trust's Health and Safety policy.

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification – Higher Level Teaching Assistant G7

Minimum Criteria for Two Ticks *	Criteria	Measured by APP/I/ASS
	<p>Experience</p> <ul style="list-style-type: none"> • Three years' experience of working to support children's learning, gained in a relevant environment. 	APP/I/ASS
	<p>Qualifications/Training</p> <ul style="list-style-type: none"> • Meet HLTA standards or equivalent qualification and experience. • Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent. • NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). 	APP/I
	<p>Knowledge / Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice including school performance management policies. • A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Have experience of, or demonstrate the ability to manage a team, including the monitoring, evaluation and prioritisation of others' work. • Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. Effective use of ICT to support learning. • Use of other equipment technology – e.g. photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Excellent communication skills 	APP/ I/ASS

	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a professional and respectful approach, which demonstrates support and shows mutual respect. • Can demonstrate active listening skills. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders. • Demonstrates a positive attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Is enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. 	<p>APP/I</p>
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MEASURED BY KEY:

APP = Application form ASS = Assessment activities I = Formal interview

In addition to candidates’ ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the ‘Two Ticks’ symbol and provides evidence of this on their application form they will be guaranteed an interview.