



**East Park
Primary School**
Respect, grow, believe and achieve together

JOB DESCRIPTION and PERSON SPECIFICATION

SCHOOL: East Park Primary School **GRADE:** 8

JOB TITLE: Higher Level Teaching Assistant **DATE PREPARED:**

EVALUATION DATE: **JE NUMBER:** SG6

DIGNITY AT WORK: To show, at all times, a personal commitment to Looked after Children and treating all customers and colleagues in a fair and respectful way, which gives positive regard to people’s differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone in the Trust.

PURPOSE: To complement the professional work of teachers by taking responsibility for learning activities under the professional direction and supervision of a qualified teacher. This will involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

PRINCIPAL ACCOUNTABILITIES:	
1.	To promote and safeguard the welfare of children, young people and/or vulnerable adults
	SUPPORT FOR PUPILS
2.	Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning
3.	Establish productive working relationships with pupils, acting as a role model and setting high expectations

4.	Develop and implement IEP
5.	Promote the inclusion and acceptance of all pupils within the classroom
6.	Support pupils consistently whilst recognising and responding to their individual needs
7.	Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
8.	Promote independence and employ strategies to recognise and reward achievement of self-reliance
9.	Provide feedback to pupils in relation to progress and achievement
	SUPPORT FOR THE TEACHER
10.	Organise and manage appropriate learning environment and resources
11.	Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
12.	Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
13.	Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
14.	Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
15.	Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
16.	Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
17.	Administer and assess/mark tests and invigilate exams/tests
18.	Production of lesson plans, worksheet, plans etc
	SUPPORT FOR THE CURRICULUM
19.	Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
20.	Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
21.	Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
22.	Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
23.	Advise on appropriate deployment and use of specialist aid/resources/equipment
	SUPPORT FOR THE SCHOOL

24.	Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
25.	Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
26.	Contribute to the overall ethos/work/aims of the school
27.	Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
28.	Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
29.	Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
30.	Deliver out of school learning activities within guidelines established by the school
31.	Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE	
32.	Manage other teaching assistants
33.	Liaise between managers/teaching staff and teaching assistants
34.	Hold regular team meetings with managed staff
35.	Represent teaching assistants at teaching staff/management/other appropriate meetings
36.	Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants
37.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the <i>school/academy</i> , as your employer and you as an employee. In addition to the employers overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Health and Safety policy adopted by <i>the school/academy</i> .

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school/Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Trust. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times. To promote the Trust's Equal Opportunity Employment Policy.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

2. Responsibility for Customers/Clients:

The postholder is responsible for working with the pupils, their parents and other staff members, following/planning agreed plans and protocols.

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

The postholder is responsible, along with all other staff, to safeguard and protect the school's resources to the best of their ability and not to misuse or misplace school property.

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

1. Within School:

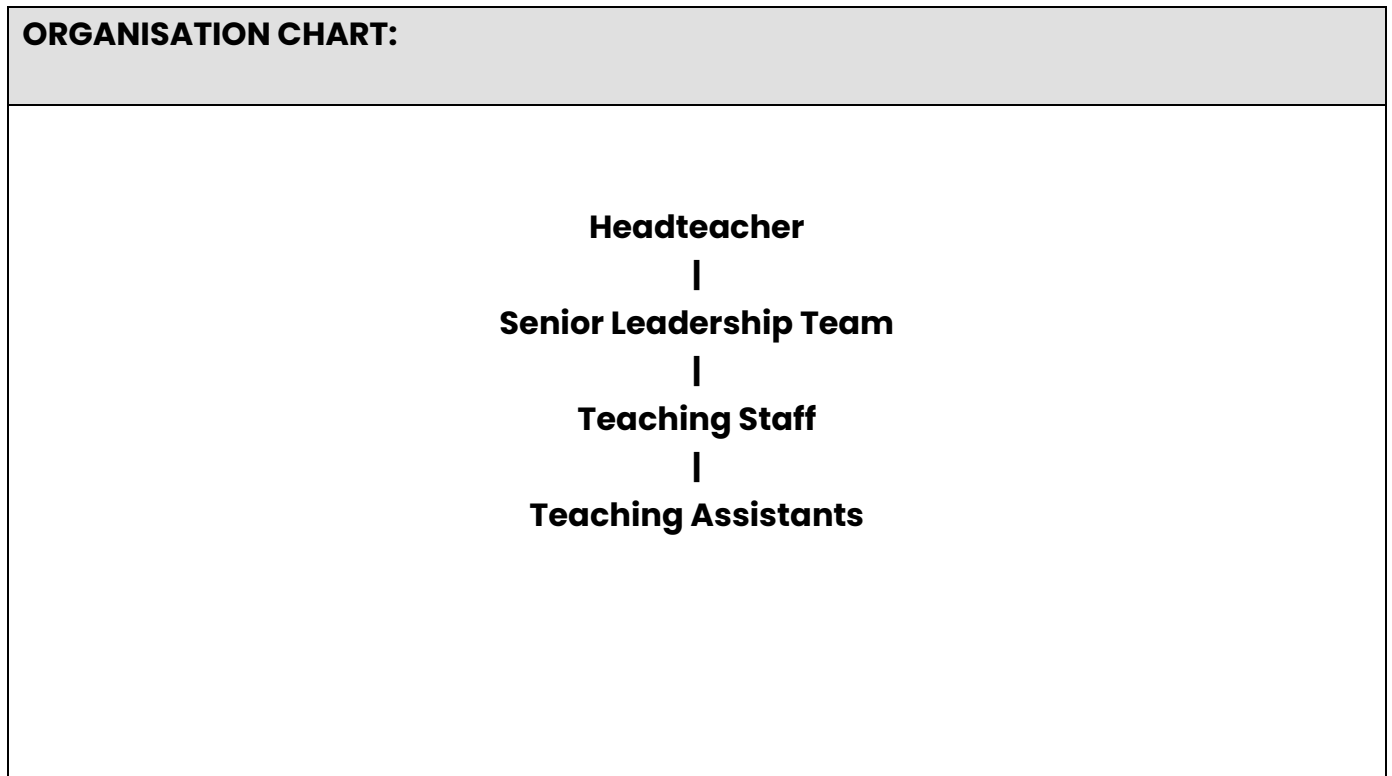
All school staff, pupils, parents, governors, the community.

2. Within Trust:

Other school based staff.

3. With External Bodies to the School/Academy/Trust:

Educational support staff, educational support services, other schools and educational establishments, other public services and community representatives.



	<i>Tick relevant level for each category</i>					Supporting Information (if applicable)	
	Not applicable	Low	Moderate	High	Very High		Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		X					
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		X					

EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			x				
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PERSON SPECIFICATION		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>				
1.	Qualifications:			
	GCSE to 5A*-C or equivalent including maths and English	x		AF
	Meet Higher Level Teaching Assistant Standards	x		AF
	Safeguarding Level 1	x		AF
	Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc	x		AF
	First Aid Cert		x	AF
2.	Relevant Experience:			
	Experience working with children of relevant age in a learning environment	x		AF
	Ability to work independently with groups for pupils outside the classroom situation	x		AF
	Experience of working with and supporting children in a learning environment who have SEN	x		AF
	Experience of planning and implementing learning activities which are appropriate to the needs of the pupils	x		AF
	Experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	x		AF
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	x		I, R

PERSON SPECIFICATION		Tick relevant column	List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.		Essential	Desirable
<i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		How identified	
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	x	I, R
	Ability to support pupils learning consistently whilst recognising and responding to their individual needs.	x	I, R
	Excellent numeracy/literacy skills	x	AF
	Can use ICT effectively to support learning	x	AF
	Use of other equipment technology – ipads, photocopy	x	AF
4.	Knowledge:		
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	x	AF, I
	Understanding of curriculum planning issues	x	AF, I
	Full working knowledge of relevant policies/codes of practice/legislation	x	AF, I
	Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	x	AF, I
	Understanding of principles of child development and learning processes	x	AF, I
	Understanding of statutory frameworks relating to teaching	x	AF, I
	Knowledge of Child Protection procedures and issues	x	I, R
	Awareness of Health and Safety issues	x	I, R
5.	Interpersonal/Communication Skills:		
	Verbal Skills		
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	x	I, R

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.		Essential	Desirable	How identified
<i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>				
	Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.	x		I, R
	Ability to organise, lead and motivate a team	x		I, R
	Ability to discuss child related issues with teachers and other professional staff	x		I, R
	Ability to relate well to children and adults	x		I, R
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	x		I, R
Written Skills				
	Excellent written skills	x		AF
6.	Other:			
	Constantly improve own practice/knowledge through self-evaluation and learning from others	x		AF
	Flexible approach to working arrangements. The postholder must be flexible to ensure the operational needs of the school are met.	x		AF
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Additional Requirements:			
	If there aren't any state 'none'		N/A	
8.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the school/academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service and a Children's Barred List Check.	x		DBS Disclosure

