



Job Title:	Higher Level Teaching Assistant for Y6 and Whole School Interventions
Grade:	Grade 5
Hours:	32.5 hours pw
Weeks:	Term Time
School:	Harrow Lodge Primary School
Responsible to:	Headteacher
Liases with:	(Deputy Head Teacher/Class Teachers)

Main purpose of the job

The Higher level Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. S/he is involved in contributing to the teaching and learning programme in line with the aims and objectives of the school.

The Higher Level Teaching assistant will provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

The Higher Level Teaching Assistant will be responsible for teaching Maths and Literacy sets in Year 6 as well as carrying out interventions across the school from EYFS through to Year 6.

Duties and responsibilities

1. Planning:

- a) Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- b) Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.

2. Teaching and Learning:

- a) Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- b) Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.



- c) Be familiar with lesson plans, IEP targets and learning objectives.
- d) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- e) Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- f) Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- g) Organise and safely manage the appropriate learning environment and resources.
- h) Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- i) Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.

3. Monitoring and Assessment:

- a) Evaluate pupils' progress through a range of assessment activities.
- b) Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- c) Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- d) Mark children's work in line with school's Marking and Feedback policy.

4. Behavioural and Pastoral

- a) Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- b) Understand and implement school child protection procedures and comply with legal responsibilities.
- c) Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- d) Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.



- e) Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
- f) Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- g) Supervise pupils in the playground.

5. Additional Requirements:

- a) Assist in the development and implementation of good mental health practices and strategies within the support staff team and the wider school community.
- b) Participate in the annual performance review process.
- c) Undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role.
- d) Attend in-service training as required and meetings, including staff meetings, subject to working hours
- e) Adhere to the school's policies and procedures comply with Health & Safety regulations.
- f) Comply with the school's requirement for the storage and security of pupil records at all times.
- g) Maintain confidentiality.
- h) Take part in the wider life of the school.
- i) Demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description, but which is in line with the general level of responsibility of the post.

Person Specification E – Essential D – Desirable

Skills and Abilities	E	D	Assessed by
Ability to communicate and interact effectively with children	✓		Interview
Ability to recognise and identify problems and take appropriate action	✓		Application
Ability to understand and contribute to educational programmes	✓		Application & interview



Ability to deal with pupils' physical and emotional needs as well as provide individual support as appropriate	✓		Application & interview
Ability to practice effective behaviour management in line with the school's policy	✓		Interview & skills test
A holistic approach to the well-being and education of pupils.	✓		Application & interview
The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners.	✓		Application & interview
Experience of working in Year 6.		✓	Application & interview
Knowledge			
Awareness of child development and the range of behaviours expected at different ages and stages of development	✓		Application & interview
How to support a child whilst encouraging independence	✓		Application & interview
The importance of planning and evaluation of learning activities	✓		Application & interview
The importance of adults as role models and the importance of this for Teaching Assistants	✓		Application & interview
Record keeping systems and procedures used within schools	✓		Interview
School behaviour policies	✓		Interview
Schools' Health and Safety, confidentiality and Equal Opportunities policies	✓		Application & interview
The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process		✓	Interview
The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying		✓	Application & interview
National policies for literacy and numeracy		✓	Application & interview
The resources used to develop literacy and numeracy skills		✓	Application & interview
Qualifications and Experience			
Good standard of education – 5 GCSE's or Equivalent including Maths and Literacy at C grade or higher.	✓		Interview
Experience of delivering whole class teaching	✓		Application
Certificate of Professional Standards for Higher Level Teaching Assistants.	✓	□	Interview
Experience of planning and curriculum delivery	✓		Interview
Experience of planning for differentiation and executing the delivery of lessons in a highly proficient manner	✓		Interview
Experience of delivering phonics to children		✓	Application