



Braunston C.E. Primary School

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Higher Level Teaching Assistant Job Description and Person Specification

Reports To: **Class Teacher/SENCo/Deputy Headteacher/Headteacher**

Main purpose

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may 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.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans etc.
- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs, implementing schemes /planning in the curriculum long term plan.
- Use technology effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Manage other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake induction, training, mentoring for other teaching assistants.

Other Areas Of Responsibility

- As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying.
- Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the Data Protection Act for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Any other duties as reasonably required by any manager of the school.
- Participating in the ongoing development, implementation and monitoring of the school plans.
- Attend regular meetings as required and make a positive contribution during meetings.
- The postholder shall ensure that the duties of the post are undertaken with due regard of the School's Health and Safety Policy and their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation

Safeguarding

- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school.
- Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and safeguarding and child protection policies, keeping up to date with changes at all time

Key Skills and Competencies

- Experience of working with or caring for children of relevant age.
- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.
- Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.
- Training in relevant learning strategies e.g. literacy.
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.
- Can use ICT effectively to support learning.
- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes.
- Understanding of statutory frameworks relating to teaching.
- Ability to organise, lead and motivate a team.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

Signed.....

Date.....

Please sign both copies of the job description. Retain one copy for your own reference and return the remaining copy to the school within 14 days of receipt. If a signed copy is not received within the 14 day timescale, it will be assumed that you have accepted the terms and conditions contained within it.

HLTA Standards

The professional standards for higher level teaching assistants (HLTA) set out what teaching assistants who are working at a higher level are expected to know and be able to do.

The standards were developed following a wide-ranging consultation with headteachers, teachers, professional bodies, unions, employers and support staff. There are 33 standards, grouped under three main headings.

Professional values and practice

Those awarded HLTA status must demonstrate, through their practice, that they:

1. have high expectations of children and young people with a commitment to helping them fulfil their potential
2. establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. demonstrate commitment to collaborative and cooperative working with colleagues
7. improve their own knowledge and practice including responding to advice and feedback.

Professional knowledge and understanding

Those awarded HLTA status must demonstrate, through their practice, that they:

8. understand the key factors that affect children and young people's learning and progress
9. know how to contribute to effective personalised provision by taking practical account of diversity
10. have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
12. know how to use ICT to support their professional activities
13. know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation
16. know how other frameworks, that support the development and well-being of children and young people, impact upon their practice.

Professional skills

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

Planning and expectations

Those awarded HLTA status must demonstrate, through their practice, that they:

17. use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. use their area(s) of expertise to plan their role in learning activities
19. devise clearly structured activities that interest and motivate learners and advance their learning

20. plan how they will support the inclusion of the children and young people in the learning activities
21. contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

Monitoring and assessment

Those awarded HLTA status must demonstrate, through their practice, that they:

22. monitor learners' responses to activities and modify approaches accordingly
23. monitor learners' progress in order to provide focused support and feedback
24. support the evaluation of learners' progress using a range of assessment techniques
25. contribute to maintaining and analysing records of learners' progress.

Teaching and learning activities

Those awarded HLTA status must demonstrate, through their practice, that they:

26. use effective strategies to promote positive behaviour
27. recognise and respond appropriately to situations that challenge equality of opportunity
28. use their ICT skills to advance learning
29. advance learning when working with individuals
30. advance learning when working with small groups
31. advance learning when working with whole classes without the presence of the assigned teacher
32. organise and manage learning activities in ways which keep learners safe
33. direct the work, where relevant, of other adults in supporting learning.