

Higher Level Teaching Assistant

Job purpose including main duties and responsibilities

Main objectives of the post

A Higher Level Teaching Assistant is responsible for ensuring that learning and teaching is highly effective and that all identified focus groups of pupils achieve their maximum potential by:

- Being a good to outstanding classroom practitioner, covering classes as directed by the Head teacher and SLT
- To cover classes as required, including the marking of work.
- Continuous improvement of teaching and learning under the supervision of the class teacher, SENDCo or SLT
- Maintaining and raising standards under the supervision of the class teacher and SENDCo or SLT
- Tracking performance of specified groups of pupils
- Leading by example to motivate and work with others

Key Accountabilities

1. Work in partnership with the class teacher, SENDCo and SLT on identified priorities.
2. Contribute to a clear and soundly based educational vision, ethos and direction that promote and support pupil's learning and their spiritual, moral, social and cultural development.
3. Work with targeted children to ensure they make good to outstanding progress.
4. Meet as arranged and / or as necessary with the SLT and SENDCo.
5. Coach agreed staff.
6. To undertake relevant training and professional development in line with the school development plan.

Leading teaching and learning

1. To be responsible for planning, assessing and evaluating the work of each child within identified groups and specified classes, and keeping appropriate records.
2. To ensure that a high standard of physical and emotional care for all children is maintained, including the administration of first aid and to be able to administer and support with personal care as required, based on the individual needs of the child.

3. Assist SLT, SENDCo and class teachers in driving a continuous and consistent partnership-wide focus on pupils' achievement, using data and benchmarks to monitor progress.
4. Maintain creative, responsive and effective approaches to learning and teaching.
5. Promote a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
6. Coach identified TA staff members to improve classroom practice.
7. Work productively alongside school inclusion teams.
8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
9. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teachers, to support achievement and progress of pupils.
10. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
11. Deliver out of school learning activities within guidelines established by the school.
12. Cover teacher absences, as directed by the Headteacher (planned and unplanned, short term and long term).
13. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
14. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
15. Promote the inclusion and acceptance of all pupils within the classrooms.
16. Support pupils consistently whilst recognising and responding to their individual needs.
17. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
18. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
19. Provide feedback to pupils in relation to progress and achievement, including marking work following Academy policy.

Working within the organisation

1. Ensure all pupils are motivated to learn.
2. Create an inspiring, professional work environment consistent with the school's values and mantra.
3. Have a clear understanding of and follow safeguarding procedures appropriately.

4. Develop effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve.
5. Use and integrate a range of technologies effectively and efficiently to manage the school.
6. To undertake any professional duties reasonably delegated by SLT or Lead TA.
7. To undertake relevant training and professional development in line with the school development plan.
8. To undertake Midday Supervisor responsibilities to ensure adequate supervision at lunchtimes. This may be on a rota basis with other TAs.

Securing accountability

1. Promote and protect the health and safety of all pupils and staff within the school, including the administering of first aid.
2. Assist students with personal care and hygiene including using the toilet, changing, washing and administering medication if required.
3. Promote safeguarding and the welfare of all pupils within the school.
4. To enforce the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.
5. To be able to deal with challenging behaviour.

Strengthening community

1. Create and enforce a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Promote positive strategies for challenging racial and other prejudice.
3. Ensure a range of community-based learning experiences.
4. Support the Head teacher in building a school culture that takes account of and embraces the richness and diversity within each school's community.
5. Work with the school community to support policies and practice, which promote inclusion, equality and the extended services that the school offers.

Accountability in each school and the partnership

1. Support the development of an organisation in which all staff recognise that they are accountable for the success of the school.

Person Specification

Qualifications & Education	E/D	Stage
5 GCSEs or equivalent at grade C or above (to include English and Mathematics)	E	AF, C
2 A levels or equivalent	D	AF,C
Degree in a relevant subject	D	AF, C
Evidence of continuous professional development	E	AF, I
First Aid Qualification	D	AF, C
Qualification at least L3 NVQ in education related studies	D	AF, C
HLTA status gained	E	AF,C

Experience, Knowledge and Skills	E/D	Stage
Has worked with young people	E	AF, I, R
Has worked in a school setting	D	AF, I, R
Can use effective, non-confrontational strategies to manage behaviour	E	AF, I
Is able to support children at all level of abilities, including SEN	E	AF, I
Demonstrable success in raising standards and meeting challenging targets	E	AF, I, R
Is able to contribute to the planning of, deliver and evaluate support in class and in intervention programmes	E	AF, I, R
Is able to use data systems to monitor and track pupil progress and identify areas of focus	D	AF, I
Has an understanding of how to create an environment of high expectations	E	AF, I, R
Has an understanding of safeguarding in education	E	AF, I
Has knowledge of child learning styles and behaviours	E	AF, I
Proven ability to manage a demanding workload and work under pressure with conflicting demands	E	AF, I, R
An ability to communicate with children and adults, overcoming barriers where necessary	E	AF, I, R
An ability to implement the academy's behaviour policy	E	AF, I
A good understanding of the Primary Curriculum	E	AF, I
Has experience of working in collaboration and partnership with others	D	AF, I, R
A knowledge of how to create and use resources effectively to support learning	E	AF, I

Personal Attributes	E/D	Stage
Resilient, flexible and open to change	E	AF, I, R
An ability to stay calm under pressure	E	AF, I
An ability to think strategically and creatively	E	AF, I
An ability to solve problems within the framework of the policies in the academy	E	AF, I
Excellent communication skills (written, oral and presentation)	E	AF, I
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I
Ability to contribute and work as part of a team	E	AF, I, R
Professional, honest and loyal	E	AF, I, R
A commitment to improving the learning, wellbeing and safety of pupils	E	AF, I
A commitment to equality and inclusion	E	AF, I
An ability to build and maintain purposeful relationships	E	AF, I, R
Open to training to improve professional practice	E	AF, I

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	D

KEY

E/D Essential or Desirable
 AF Application Form
 C Certificate
 I Interview
 R Reference
 D Disclosure