



**WESTCOUNTRY SCHOOLS TRUST
JOB DESCRIPTION**

HIGHER-LEVEL TEACHING ASSISTANT

School:	Camelford Primary School, Camelford, Cornwall
Start Date:	As soon as possible
Hours and Salary:	17.25 hours per week – Higher Level Teaching Assistant - Band F: £24,796 – £28,143 pro-rata
Contract:	Part Time/Fixed Term

Main Purpose of the Job:

To take a pro-active role as a key member of a multi-disciplinary team in the support of pupils, teachers, the curriculum and the school. To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision. To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity. To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs). Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback. To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

Duties and responsibilities:

Support for teachers

1. To assist the teacher in the delivery of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned.
2. To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs.
3. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed systems of supervision.
4. To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.

5. To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.
6. To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required.
7. To plan and deliver lessons when required across all key stages.

Support for the Curriculum

8. To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities. To select and prepare teaching resources so as to deliver learning activities and recognise the diversity of pupils' needs and interests.
9. To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources.
10. To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.

Support for pupils

11. To encourage pupils to interact and work co-operatively with others and to engage all pupils in learning activities.
12. To assess, monitor and record pupils' progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or headteacher as appropriate.
13. To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils.
14. To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance.
15. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
16. To provide feedback to pupils in relation to all forms of progress and achievement.
17. To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils' self-control and independence.
18. To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the school's established Discipline Policy to ensure an orderly and constructive environment for the class.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post

to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
QUALIFICATIONS:			
Attainment of GCSE's grade C/NVQ level 2 or above in English & Maths (or able to demonstrate equivalent levels of numeracy & literacy)	X	X	
Meet the HLTA standards through completion of the recognised HLTA training and assessment routes.	X	X	
EXPERIENCE:			
At least 3 years' experience of working with pupils within a learning environment.	X	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
Good listening & communication skills.	X	X	X
ICT skills – able to support learning through ICT.	X	X	X
Working knowledge of implementing relevant learning programmes	X	X	X
Knowledge of statutory frameworks relating to teaching.	X	X	X
Practical skills relating to planning and utilising learning programmes.	X	X	X
VALUES-BASED BEHAVIOURS:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	X		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	X		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	X		X
Integrity:			
Acting always in the interests of children and young people,	X		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	X		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	X		X

Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	X		X
FURTHER REQUIREMENTS:			