



Part A - Grade & Structure Information

Job Family Code	5CLES	Role Title	Senior Teaching Assistant
Grade	P5	Reports to (role title)	Higher Level Teaching Assistant
JE Band	161-191	School	The Howard Partnership Trust
		Date Role Profile created	February 2020

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>Supports the teacher in their responsibility for the development and education of young people.</p> <p>Assisting with the planning, preparation and development of work programmes for individuals and groups of students and prepares resources to support learning activities.</p> <p>Monitor and evaluate student progress and report back to relevant staff.</p> <p>To assist in meeting the pupils' need for encouragement, reassurance and comfort and attend to their personal requirements and physical care while encouraging independence at all times. In addition, they will be directed to complete activities within the Inclusion Department to support young people.</p>
THPT Work Context and Generic Responsibilities	<p>Maintain confidentiality in and outside of the workplace.</p> <p>Be pro-active in matters relating to health and safety and report accidents as required.</p> <p>Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and attendance.</p> <p>Uphold and support the School's Policies and procedures on the Safeguarding of young people.</p>

Line management responsibility if applicable	N/A
Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p><u>Support delivery</u></p> <ul style="list-style-type: none"> • May provide specialised support /interventions for individuals or groups. This may include leading on a specific allocated intervention. • Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, lunchtime resourcing & coordination. • Use of specialised tools/equipment • May carry out personal care routines as appropriate. • May respond to pupils' pre-agreed routine caring tasks (including routine medical needs). • Provide support with whole class supervision, on a regular basis, for teachers' planned lessons (some roles). <p><u>Planning & Organising</u></p> <ul style="list-style-type: none"> • Plan and organise own work and work of other members of the team (where appropriate) to meet given priorities. • Contribute to broader activities by providing specialist support and effective resourcing, coordination and monitoring of those activities. • Assess the range and volume of work to be undertaken for the days ahead and plan to ensure it is completed to time and to an appropriate standard. <p><u>Policy and Compliance</u></p> <ul style="list-style-type: none"> • Adhere to established processes, standards of service delivery and use of equipment to support any associated regulatory or technical compliance requirements. <p><u>Work with Others</u></p> <ul style="list-style-type: none"> • Receive and respond to everyday enquiries from customers to provide a timely, courteous and efficient service. • Develop strong relationships with partners and stakeholders to deliver a timely and efficient service. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • May supervise the work of more junior staff, escalating performance issues appropriately. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Deliver a range of practical services in support of existing systems or processes to agreed standards, to maximise service quality and continuity. <p><u>Analysis, Reporting & Documentation</u></p> <ul style="list-style-type: none"> • Assist in the delivery of relevant assessments/ evaluations. • Ensure information and records are processed and stored to agreed procedures. • Ability to store data and carry out basic analysis.

	<p><u>Duties for all</u></p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.</p> <p>The Core National Standards for Supporting Teaching & Learning:</p> <p>To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Minimum 3 GCSEs at Grade C or above (Including English & Maths), or equivalent, or able to evidence ability at an equivalent level. • May be required to hold a certificate of competency in a defined area relevant to the role e.g. first aid at work, ADHD, behaviour management, advanced literacy, NNEB or other relevant qualifications at level 2. • Competent in a range of IT tools. • May be required to hold practical knowledge or experience relevant to the role. • Ability to work with others to provide excellent customer service. • Good written and oral communication skills with the ability to build sound relationships with staff and customers. • Able to prioritise and plan own workload in the context of conflicting priorities. • Ability to guide and support less experienced or more junior colleagues. • Experience of working in a similar service environment. • Some roles may require work out of office hours in outdoor environments.
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p><u>Values and Behaviours</u></p> <p>We are a values-based organisation and seek to recruit individuals who can demonstrate our values.</p> <p>Our values will be assessed through the selection process, so we ask all applicants when providing their supporting statement to also incorporate not only how they meet the essential criteria for the role but to also demonstrate our values.</p> <p>Our values are:</p> <p>Integrity - displaying honesty and having strong moral principles</p> <p>Partnership - working together and taking collective ownership to achieve the same goals</p> <p>Advocacy - working hard on behalf of others to maximise their</p>

	<p>success</p> <p>Resilience - finding success again after something difficult or negative has happened</p> <p>Compassion - displaying empathy towards and a desire to help others</p> <p>Aspiration - aiming high to achieve success</p> <p><u>SAFEGUARDING AND FURTHER INFORMATION</u></p> <p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).</p> <p>The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p> <p>Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.</p>
Role Summary	<p>Roles at this level typically provide a practical support as part of team. They work within established processes and procedures, resolving problems or extending activities with the more difficult issues or behaviours referred to others. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in the procedures of their specialism. They will usually be subject to supervision but will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day timescales.</p>