



Wolvercote Primary School Job Description

Job Title	Higher Level Teaching Assistant
Reports To	Inclusion Coordinator
Salary	Grade 8
Hours	33.75 hrs Monday to Friday 8.15am – 3.30pm with ½ break for lunch Term time only

Introduction

Are you a TA who is ready to take the next step? Are you ready to inspire, mentor, and lead in a school that truly values flexibility and inclusion?

Wolvercote Primary School is seeking a versatile and passionate HLTA to join our dedicated team. This unique role offers the opportunity to make a significant impact across the entire school, from Year R to Year 6.

Job Purpose

To work under the guidance of the Deputy Headteacher and within an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals, groups and whole classes, and monitoring children and assessing, recording and reporting on children's achievement, progress and development.

To share in the corporate responsibility for the well-being and safeguarding of all children.

To promote good relationships with parents and the community.

To develop and implement equality of opportunity effectively throughout the school.

To take appropriate responsibility for one's own health, safety and welfare and the health and safety of children, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies, including taking responsibility for raising concerns with an appropriate manager.

To complement the professional work of teachers by taking responsibility for agreed class learning activities under a system of supervision.

Support for Children

- Assess the needs of children and use detailed knowledge and specialist skills to support learning
- Establish productive working relationships with children, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all children within the classroom
- Support children consistently whilst recognising and responding to their individual needs
- Encourage children to interact and work co-operatively with others and engage all children in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to children in relation to progress and achievement

As a Mentor

- Work 121 and in small groups with children at risk of disadvantage due to economic factors, adverse life experiences or poor attendance
- Set and monitor both academic and personal targets
- Work closely with families to engage parental support building a bridge between families and school
- Support the Deputy Head to monitor and review attendance targets

Support for Teachers

- Within an agreed system of supervision, plan challenging teaching and learning objectives and to evaluate and adjust lesson plans as appropriate
- Use the above plans to teach whole classes across the school when needed
- Monitor and evaluate children's responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Select and prepare appropriate resources to lead learning activities
- Provide objective and accurate feedback and reports as required on children achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment
- Work within the established Behaviour for Learning Policy to anticipate and manage behaviour constructively, promoting self-control and independence

As Play Leader

- Develop a wide range of play opportunities for children at lunch and breaktimes

- Manage a small budget for ensuring that the play equipment remains well stocked
- Support lunchtime supervisors in managing behaviour and following play guidance
- Train and meet with year 6 Play Leaders to support them in leading play for peers

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health and safety, inclusion, confidentiality and data protection
- Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop
- Contribute to the overall ethos, values and aims of the school
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting children
- 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
- Supervise children on visits, trips and out of school activities as required
- Attend and contribute to meetings with other staff, external professionals and parents regarding pupils
- Contribute to the school improvement plan by taking responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Management Team.
- Participates as required in the school's performance management and supervision systems and take part in appropriate training and development activities

Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Wolvercote Primary School Person Specification HLTA

	Essential	Desirable
Qualification & Experience	<ul style="list-style-type: none"> ● Numeracy and Literacy equivalent to GCSE (A-C) ● Participation in personal development and training opportunities ● Experience of working in school as a TA ● Experience of delivering whole class lessons 	<ul style="list-style-type: none"> ● A Levels or NVQ 3 or equivalent ● More than two years TA experience ● Experience of working with families ●
Knowledge & Skills	<ul style="list-style-type: none"> ● Ability to relate well to children and adults ● Ability and willingness to work collaboratively and supportively within a team ● Good understanding of the EYFS and National Curriculum ● Ability to be self-reflective ● Uses effective strategies to promote positive behaviour 	<ul style="list-style-type: none"> ● Understanding of relevant polices/codes of practice and awareness of relevant legislation ● Appropriate ICT skills to support learning ● Ability to provide constructive feedback on pupils' progress
Other	<ul style="list-style-type: none"> ● Sense of humour ● Ability to be flexible ● Resilient ● Calm under pressure ● Proactive approach to resolving problems ● Good organisational and time management skills 	