



**MANOR MULTI ACADEMY TRUST**  
**Job Description: Higher Level Teaching Assistant**  
**Manor Primary School (MMAT)**



**Duties & Responsibilities of Higher Level Teaching Assistant**

We expect our Higher Level Teaching Assistant at Manor MAT to uphold our core values of **Integrity; Ambition, Collaboration and Inclusion**; act with honesty; keep their knowledge and skills as a Higher Level Teaching Assistant up-to-date and are self-critical; forge positive professional relationships; and work with everyone concerned in the best interests of the pupils.

**Core Purpose**

The core purpose of a Higher Level Teaching Assistant at a Manor MAT School is to complement the professional work of teachers by taking responsibility for agreed learning opportunities 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. The role will include learning as well as supporting learning.

The Higher Level Teaching Assistant will also work alongside the teacher in the classroom, in support of pupil's learning, including those with Special Educational needs under the direction and guidance of the class teacher. It is to make a contribution to the planning of the learning, to help pupils to access the tasks expected of them, to support as appropriate and to help monitor their progress. It is important that teacher and teaching assistant work closely together in order to make the best use of the time available in the classroom. These principles apply whether or not the pupils have Special Educational Needs.

**Core Objectives**

- To support and uphold the school's vision and values.
- To help children of all abilities, including those with special educational needs to learn as effectively and independently as possible, both individually and in small groups.
- To run a range of interventions to support individuals and small groups.
- To prepare materials and resources to support individuals, small groups and classroom learning opportunities.
- To support children's emotional development and resilience when approaching learning tasks.
- To support children's behaviour in line with the school's vision, values and positive behaviour policy.
- To have an awareness of and adherence to all school safeguarding procedures and participate in training as appropriate.

- To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the Headteacher.
- To implement and promote the schools equal opportunities policies at all times and to value diversity.
- To support the school's wide range of extra - curricular activities; including helping to run a club.

### **Support for the Teacher**

- Organise and supervise 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 predetermined assessment and monitoring strategies against given 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.
- Production of lesson plans, worksheet, plans etc. for agreed activities etc.

### **Support for the Curriculum**

- Deliver pre-determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS1 and 2, Early Years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to implement learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

### **Support for the Pupils**

- 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.
- Develop and implement IEPs.
- 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 Support for the School.
- Comply with and assist with the implementation 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.
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Take the lead on an area of learning to support children across the school.
- 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.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Line Management Responsibilities where appropriate.
- Supervise other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with supervised staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

### **Key Skill Requirements**

- Experience of leading learning across a school.
- Experience of working with children of relevant age in a learning environment.
- Qualifications.
- 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.
- Knowledge & Skills of how children learn effectively.
- 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.

### Special Features

Post holders must comply with the MAT's Equal Opportunities and health and safety policies and the Data Protection 1998.

Any other duties appropriate to the grade of the post, subject to any reasonable adjustments under the Disability Discrimination Act.

Post holders will be required to demonstrate the behaviours and attributes that support the MAT's core values.

The job description can never be fully descriptive and exhaustive of unforeseen circumstances. It is expected that staff will respond to emergencies as they arise, commensurate with their qualifications and undertake any other duties commensurate with the level of the post, as required to ensure the efficient and effective running of the service.

**Because of the nature of the job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind over's or cautions and, if so, for which offences. The post will not be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (exceptions) (Amendment) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purpose are 'spent' under the provision to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind over or caution has been recorder against you will not necessarily debar you from consideration for this appointment. Disclosures are handled in accordance with the DBS Code of Practice which can be accessed for the Children and Learning Department, HR Division, or on [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

### General Conditions

This job description is subject to annual review. It may be amended only after full consultation with the Higher Level Teaching Assistant concerned. It will be signed if agreement is reached.

If following review and amendment, agreement is not reached the appropriate procedures should be used for settling disputes.

Signatures

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Higher Level Teaching Assistant

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Headteacher

## Person specification

| CRITERIA                           | QUALITIES  | ESSENTIAL | DESIREABLE |
|------------------------------------|--|-----------|------------|
| <b>Qualifications</b>              | GCSE English and Maths at Grade C or above or equivalent                           | ✓         |            |
|                                    | HLTA status  | ✓         |            |
| <b>Experience</b>                  | Recent Experience of working with children in an educational setting               | ✓         |            |
|                                    | Early Years experience   |           | ✓          |
|                                    | Experience of teaching whole classes of children                                   | ✓         |            |
|                                    | Experience of supporting pupils individually or in groups                          | ✓         |            |
|                                    | Experience of supporting children with a range of special educational needs        | ✓         |            |
|                                    | Experience of communicating with a wide range of people from different backgrounds |           | ✓          |
|                                    | Good communication and expressive skills   | ✓         |            |
|                                    | Experience of record keeping   |           | ✓          |
|                                    | Experience of supporting the planning of the MAT curriculum                        | ✓         |            |
|                                    | Experience of maintaining SEN record   | ✓         |            |
| <b>Knowledge and Understanding</b> | Knowledge and understanding of HLTA standards                                      | ✓         |            |
|                                    | Understanding of the MAT curriculum  | ✓         |            |
|                                    | Understanding of support children with special educational needs                   | ✓         |            |

|                             |   |   |   |
|-----------------------------|---|---|---|
|                             | Basic knowledge of ICT to effectively support the pupils (or willingness to train)  |   | ✓ |
|                             | Relevant policies, codes of practice and legislation, including safeguarding  | ✓ |   |
|                             | Multi-agency working  |   | ✓ |
| <b>Skills and Abilities</b> | An ability to develop positive relationships with children  | ✓ |   |
|                             | The ability to develop an understanding of the educational, welfare and social needs of pupils  | ✓ |   |
|                             | Demonstrate the HLTA standards  | ✓ |   |
|                             | Plan effective learning opportunities for pupils at risk of underachieving  | ✓ |   |
|                             | Develop their knowledge through the evaluation of their own learning needs  | ✓ |   |
|                             | Work independently  | ✓ |   |
|                             | Remain calm under pressure and be able to adapt to change quickly   | ✓ |   |
|                             | Numeracy and literacy skills to effectively support the pupils  | ✓ |   |
|                             | The ability to form and maintain good working relationships with teachers, pupils and parents and be able to work in a team                         | ✓ |   |
|                             | The ability to remain calm in challenging situations and to ask for help when needed  | ✓ |   |
| <b>Relationships</b>        | An ability to provide a caring, cooperative atmosphere for the children and to create a challenging, disciplined and effective learning environment | ✓ |   |
|                             | An understanding of the need for confidentiality  | ✓ |   |

|                   |   |   |  |
|-------------------|---|---|--|
| <b>Commitment</b> | A commitment to uphold the school's vision, values and staff code of conduct  | ✓ |  |
|                   | A commitment to equal opportunities and assisting the school in raising achievement for all its pupils  | ✓ |  |
|                   | A commitment to becoming familiar with and applying whole school policies, procedures and standards and be willing to implement them in a consistent manner | ✓ |  |
|                   | A commitment to attend in service and external training courses and to develop and update knowledge and skills as required                                  | ✓ |  |