



BISHOP HOGARTH
Catholic Education Trust

We are **HIRING!**

APPLICANT INFORMATION PACK



HIGHER LEVEL TEACHING ASSISTANT

Christ at the Centre, Children at the Heart



Proud to be a part of the

DIOCESE OF **Hexham & Newcastle**

JOB DESCRIPTION

Post Title: Higher Level Teaching Assistant

Reporting to: Headteacher and Senior Leaders

Job Purpose: To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision, for all pupils, including those who need particular help in overcoming barriers to learning. This may involve planning, preparing and delivering learning activities for individuals, groups or whole classes for PPA, management time or short-term absences. This will also include monitoring pupils, assessing, recording and reporting on pupils achievement, progress and development, under the direction of the teacher.

Please note that successful applicants will be required to comply with all Trust policies.

The successful applicant will be subject to relevant vetting checks, including a satisfactory enhanced disclosure before an offer of appointment is confirmed. Following appointment the employee will be subject to re-checking as required from time to time by the Trust.

Bishop Hogarth Catholic Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

JOB DESCRIPTION

In co-operation with the teacher and under the agreed educational plan, the post holder will carry out the following duties:

Support to pupils:

1. Implement agreed learning activities and teaching programmes, adjusting activities according to pupils responses and needs.
2. Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a teacher, differentiating and adapting learning programmes to support the needs of pupils.
3. Cover PPA, Leadership time and short-term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour.
4. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning.
5. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
6. Develop and implement EHC plans, behaviour plans and personal care programmes.
7. Promote acceptance and inclusion of all pupils.
8. Support pupils consistently whilst recognising and responding to their individual needs.
9. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
10. Provide feedback to pupils in relation to progress and achievement.
11. Support pupils in their social and emotional well-being in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs.
12. Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning.
13. Support the use of ICT in learning activities and develop pupils competence and independence in its use.

Support to teachers:

14. Cover PPA, Leadership time and short-term teacher absence and communicate pupil work as planned by the classroom teacher and manage pupil behaviour.
15. Select and prepare resources necessary to lead learning activities, taking account of pupils interests. Language and cultural backgrounds.
16. Organise and manage an appropriate learning environment and resources.

JOB DESCRIPTION

Support to teachers:

17. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons and work plans as appropriate.
18. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
19. Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
20. Record progress and achievement in lessons and activities and provide evidence of range and level of progress and attainment.
21. Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
22. Lead on or contribute towards meetings with parents and carers to provide constructive feedback on pupil progress and achievement.
23. Supervise and assess routine tests and invigilate tests.

Support to the school:

24. Have an understanding of both school and Trust policies and procedures.
25. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and report all concerns to an appropriate person.
26. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
27. Contribute to the schools aims and the Trust's virtues, vision and values.
28. Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of pupils.
29. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
30. Attend and participate in relevant meetings as required.
31. Recognise own strengths and areas of expertise and use these to advise and support others.
32. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

JOB DESCRIPTION

Support to the school:

33. Participate in training and other learning activities including performance development as required.
34. Assist in escorting and supervising pupils on educational visits and out of school activities as required with appropriate responsibility.
35. To safeguard and promote the welfare of children for whom you have responsibility or come into contact with and adhere to all specified policies and procedures.
36. Any other duties of a similar nature related to the post which may be required from time to time.
37. To carry out your duties with full regard to the Trust Equality Policy.
38. Comply with Health and Safety policies and procedures, including reporting any incidents, hazards or accidents and take a pro-active approach to health and safety matters in order to protect both yourself and others.
39. To maintain the Catholic ethos that is inclusive and applies Catholic values and attitudes in all aspects across the school and Trust.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
QUALIFICATIONS & EDUCATION	E1	HLTA status or QTS	AF,C
	E2	GCSE A* – C in Mathematics and English or Level 2 Basic Skills (Numeracy and Literacy) or equivalent	AF,C
EXPERIENCE & KNOWLEDGE	E3	Significant recent and relevant experience of working with children within an education setting, within a specified age range or subject area.	AF,R,I
	E4	Experience and knowledge of learning strategies and adapting these to individual pupil needs	AF,R,I
	E5	Understanding of classroom roles and responsibilities and Teaching Assistant's role	AF,R,I
	E6	Experience of working with wide range of children including those with specific statements	AF,R,I
	E7	Understanding of principals of child development and learning processes	AF,R,I
	E8	Experience of lesson / activity planning	AF,R,I
	E9	Experience of supervising whole classes and individual pupils for specific learning activities / lessons	AF,R,I
	E10	Experienced in using ICT in learning activities and develop pupils' competence and independence in its use	AF,R,I
SKILLS	E11	Ability to communicate both orally and in writing with a range of different audiences including providing sensitive feedback to parents, other professionals regarding pupil development	AF,R,I
	E12	Ability to self evaluate learning needs and seek learning opportunities	AF,R,I
	E13	Ability and confidence to assist pupils with basic numeracy and literacy in line with learning strategies and national curriculum	AF,R,I
	E14	Ability to work in a team and independently	AF,R,I
	E15	Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable time-frame	AF,R,I
	E16	Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers	AF,R,I
PERSONAL	E17	Ability to promote fairness and a positive role model to pupils	AF,R,I

PERSON SPECIFICATION

ESSENTIAL CRITERIA

ESSENTIAL CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
SPECIAL REQUIREMENTS	E18	To comply with the School's No smoking at Work policy, Alcohol at work and Health and Safety Policies.	I
	E19	Motivation to work with children	AF,R,I
	E20	Ability to form and maintain appropriate relationships and personal boundaries with children	AF,R,I
	E21	Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	AF,R,I
	E22	Suitability to work with children	D
	E23	An ability to fulfil all spoken aspects of the role with confidence	I

DESIRABLE CRITERIA

DESIRABLE CRITERIA	CRITERIA NO.	ATTRIBUTE	STAGE IDENTIFIED
QUALIFICATIONS & EDUCATION	D1	Relevant NVQ Level 4 or foundation degree	AF,C
	D2	Appropriate first aid training	AF, C
EXPERIENCE & KNOWLEDGE	D3	Experience of delivering evidence based interventions that accelerate learning	AF, R, I
	D4	Experience in a relevant specialism e.g. Art, Music, sport	AF, R, I
	D5	Knowledge of Behaviour Management techniques	AF, R, I
	D6	Knowledge of Child Protection and Health & Safety legislations and procedures	AF, R, I

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references.

Key – Stage identified	
AF	Application Form
C	Certificates
T	Tests
P	Presentation
I	Interview
R	References
L	Lesson
D	Disclosure and Barring Check



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Thank you for your interest in our vacancy



www.bhcet.org.uk



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