



# IGNITE

LEARNING PARTNERSHIP

## **HIGHER LEVEL TEACHING ASSISTANT - LEVEL 4 JOB DESCRIPTION**

**Job Title:**

**Higher Level Teaching Assistant -  
Level 4**

**Grade:**

**5**

**Responsible To:**

**Headteacher**

## **Job Purpose:**

To compliment the professional work of teachers by taking responsibility for delivering agreed learning activities under an agreed system of supervision. This may involve routine 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.

Responsible for making a contribution to the planning and delivery of programmes and/or a specialist area within the school and/or supervision of other teaching assistants including allocation and monitoring of work, appraisal and training.

# Main Duties & Responsibilities:

## Support for Teachers

- 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 pre determined 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.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheet, plans 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, KS2, 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 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.
- 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.

## **Line Management Responsibilities where appropriate**

- Supervise and support 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.



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## **HIGHER LEVEL TEACHING ASSISTANT - LEVEL 4 PERSON SPECIFICATION**

Criteria	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• NVQ 4 for Teaching Assistants or equivalent qualifications.</li> <li>• Excellent Literacy, Numeracy and Computing skills.</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Certificates</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to children and adults.</li> <li>• Experience of supporting pupils in the primary phase in a learning setting.</li> <li>• Experience of one-to-one, small group and whole class support.</li> <li>• Experience of working across the school from Nursery to Year 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of planning, preparing and delivering learning activities for small groups as well as a class.</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> <li>• Letter of Application</li> </ul>
<b>Training and Knowledge</b>	<ul style="list-style-type: none"> <li>• Basic understanding of principles of child development and learning processes.</li> <li>• Empathy of specific and individual needs of children.</li> <li>• Effective use of ICT to support learning and other specialist equipment and resources.</li> <li>• Working knowledge of national/ foundation stage curriculum and other relevant learning programmes/ strategies.</li> <li>• Training in the relevant learning strategies e.g. phonics.</li> <li>• Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation.</li> <li>• Working knowledge of school procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• First aid training.</li> <li>• Evidence of understanding the need for professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• References</li> <li>• Interview</li> <li>• Selection Process</li> </ul>

Criteria	Essential	Desirable	Method of Assessment
<b>Own Management Skills</b>	<ul style="list-style-type: none"> <li>Organisational and time management skills.</li> <li>Able to prioritise.</li> <li>Can work as part of a team.</li> <li>Able to relate to children and adults.</li> <li>Able to use own initiative appropriately.</li> <li>Ability to self-evaluation learning needs and actively seek learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Contribute to the development and training of other staff.</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>Ability to lead and inspire others – pupils and staff.</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>References</li> <li>Letter of Application</li> <li>Selection Process</li> </ul>
<b>Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>Good communication skills.</li> <li>Effective and sensitive liaison with parents.</li> <li>An empathy and understanding of additional learning needs.</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> <li>Excellent relationship with other staff.</li> </ul>	<ul style="list-style-type: none"> <li>Actively contribute to meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>References</li> </ul>
<b>Personal Qualities and Interests</b>	<ul style="list-style-type: none"> <li>To have a sense of humour.</li> <li>To be adaptable and flexible.</li> <li>To respect trust and confidentiality.</li> <li>To have confidence.</li> <li>To able to deal with stressful and emotional demands of the post.</li> <li>Committed to the ethos and culture of the school.</li> </ul>		<ul style="list-style-type: none"> <li>Application Form</li> <li>Letter of application</li> <li>Interview</li> <li>References</li> </ul>