

THE PARTNERSHIP TRUST	
JOB DESCRIPTION & PERSON SPECIFICATION	
NAME:	
POST TITLE: Higher Level Teaching Assistant	GRADE: BANES GRADE 6 (SCP 18-22)
RESPONSIBLE TO: Class Teacher / Headteacher	
DATE:	

JOB PURPOSE

To complement the professional work of teachers by taking responsibility for agreed learning activities 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. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

MAIN DUTIES AND RESPONSIBILITIES

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish constructive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement individual education/behaviour plans and personal care programmes.
- Promote the inclusion and acceptance of all pupils.
- 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.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for Teacher

- Organise and manage 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 assessment and monitoring strategies against pre-determined 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.

Support for the Curriculum

- Deliver 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, 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 lead 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 School

- Comply with and assist with the development 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.
 - Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
 - 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.
 - Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
 - To undertake other relevant duties allocated at the discretion of the classroom teacher, Headteacher or another designated supervisor.
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- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all 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.
- Attend and participate in regular meetings, as required.
- Participate in training and other learning activities and performance development, as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of normal lesson times, including lunchtimes, as appropriate.
- Supervise pupils on visits, trips and out of school activities, as appropriate.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- To undertake other relevant duties allocated at the discretion of the classroom teacher, Head of School or another designated supervisor.

Line management responsibilities *where appropriate*

- Manage other teaching assistants.
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

OTHER

The postholder will be expected to undertake bending, stretching, and lifting in the course of their duties e.g. preparing the classroom, displaying pupils work, assist pupils during lesson times, engaging in activities led by the teacher. There may be an increased level of physical effort required for children with personal or specialist needs.

During occasional periods of supervision, there will be an expectation that the postholder will be exposed to heat and cold which on occasions, for example adverse weather conditions, may be higher than normal.

GENERAL

The 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. As this postholder will be working in regulated activity, an Enhanced Disclosure and Barring Service (DBS) check will be required prior to commencement of employment. Individuals will be expected to provide details of their disclosure as soon as they receive it or if they are registered with the DBS Update Service to have given their permission for the Trust to access their online record.

The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager or Designated Safeguarding Lead.

The postholder will be required to promote, monitor and maintain health, safety and security in the work place to include ensuring that the requirements of the Health & Safety at Work Act and all other mandatory regulations are adhered to.

The postholder will be expected to undertake any appropriate training provided by the School or Multi Academy Trust to assist them in carrying out any of the above duties.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

This job description may be reviewed from time to time and amended after discussion with the postholder. It does not form part of the written particulars of employment of the postholder.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • A minimum of 5 GCSEs grades 9 to 4 (grade A* - C), including English Language and Mathematics or equivalent • Training in the relevant learning strategies e.g. literacy and specialist skills/training in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE (Council for Awards in Children’s Care and Education) etc. 	<ul style="list-style-type: none"> • Level 4 Certificate in Education and Training • Level 4 Certificate for Higher Level Teaching Assistants • Qualified Teaching Status • First Aid training • Clean driving licence
Experience	<ul style="list-style-type: none"> • Experience of working with or caring for children of a relevant age in either a paid, voluntary or domestic environment and able to show an interest in children’s development and in a wide range of issues concerning their education and welfare • Experience of planning and leading teaching and learning activities (under supervision) 	<ul style="list-style-type: none"> • Experience of working within an educational setting
Skills & Knowledge	<ul style="list-style-type: none"> • Understanding of effective teaching methods • Knowledge of how to successfully lead learning activities for a group or class of children • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Good literacy and numeracy skills • Good organisational skills • Knowledge of how to support learners in accessing the curriculum un accordance with the SEND code of practice • Ability to develop and sustain good relationships with children, staff and parents • Skills and expertise in understanding the needs of pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Full working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies/codes of practice • Excellent verbal communication skills • Active listening skills 	<ul style="list-style-type: none"> • Knowledge of a range of communication strategies • Ability to self-evaluate development needs and actively seek learning opportunities

	<ul style="list-style-type: none"> • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly with the ability to effectively use a range of technology to support learning • Ability to work as part of a team, understanding classroom roles and responsibilities and your own position within these • Good understanding of principles of child 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Commitment to safeguarding pupils' wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Patience • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school • Capacity to inspire, motivate and challenge pupils • Commitment to maintaining confidentiality at all times 	

