



## **Higher Level Teaching Assistant**

### **Job Description and Person Specification**

#### **Main Purpose:**

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
- Supervise whole classes during the short-term absence of teachers, such as covering staff training, illness and other operational needs of the school.

#### **Duties and responsibilities**

##### **Teaching and learning**

- To cover and lead class teaching (under supervision) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher



## **Planning**

- Use your area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how to support the inclusion of pupils in their learning activities
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

## **Working with staff, parents/carers and relevant professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate your knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand your role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- To be involved in the 'induction' or new Educations Teaching Assistants, with particular reference to school policy and ethos, behaviour management strategies and learning strategies and learning strategies used by particular teachers.



### **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents
- Be willing to undertake First Aid training

### **Professional development**

- Help keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

### **Other areas of responsibility**

#### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- Follow school policies and the staff code of conduct.



**PERSON SPECIFICATION**

**Higher Level teaching Assistant**

	Attributes	Relevant Criteria	How identified	Rank A = Essential B = Desirable
1.	<b>RELEVANT EXPERIENCE</b>	1. Experience of working with children/young people. 2. Experience of working with children/young people with additional needs. 3. Experience of planning and leading teaching and learning activities.	Application Form  Application Form  Application Form/ Selection Process	A  A  A
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	1. GCSE or equivalent level, including at least Grade 4 (previously Grade C) in English and Maths. 2. Level 3 Teaching Assistant or equivalent experience with a willingness to study for formal qualification. 3. Paediatric First Aid	Application Form/ /Certificates  Application Form/ /Certificates  Application Form/ /Certificate	A  A  B
3.	<b>SKILLS AND ABILITIES</b>	1. Understanding of effective teaching methods 2. Knowledge of how to successfully lead learning activities for a group or class of children 3. Good organisational skills 4. Ability to build effective working relationships with pupils and adults 5. Skills and expertise in understanding the needs of all pupils	Application Form/ Selection Process  Application Form/ Selection Process  Application Form/ Selection Process  Application Form/ Selection Process  Application Form/ Selection Process	A  A  A  A  A



		<p>6. Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>7. Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</p> <p>8. Excellent verbal communication skills</p> <p>9. Active listening skills</p> <p>10. The ability to remain calm in stressful situations</p> <p>11. Knowledge of guidance and requirements around safeguarding children</p> <p>12. Good ICT skills, particularly using ICT to support learning</p> <p>13. Understanding of roles and responsibilities within the classroom and whole school</p> <p>14. Ability to work on own initiative and contribute to the effective working of a team.</p> <p>15. Ability to evaluate learning needs and actively seek learning opportunities.</p>	<p>Application Form/ Selection Process</p> <p>Application Form/ Selection Process</p> <p>Selection Process</p> <p>Selection Process</p> <p>Selection Process</p> <p>Application Form/ Selection Process</p> <p>Application Form/ Selection Process</p> <p>Application Form/ Selection Process</p> <p>Application Form/ Selection Process</p>	<p><b>B</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>B</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p>
<b>4.</b>	<b>PERSONAL QUALITIES</b>	<p>1. Enjoyment of working with children</p> <p>2. Sensitivity and understanding, to help build good relationships with pupils</p> <p>3. A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</p> <p>4. Commitment to maintaining confidentiality at all times</p>	<p>Selection Process</p> <p>Selection Process</p> <p>Selection Process</p> <p>Selection Process</p>	<p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p> <p><b>A</b></p>



		<p>5. Commitment to safeguarding pupil's wellbeing and equality</p> <p>6. Resilient, positive, forward looking and enthusiastic about making a difference</p> <p>7. Capacity to inspire, motivate and challenge children and young people</p>	<p>Selection Process</p> <p>Selection Process</p> <p>Selection Process</p>	<p>A</p> <p>A</p> <p>A</p>
5.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	<p>1. Full working knowledge of relevant policies/codes of practice/legislation.</p> <p>2. Working knowledge of National Curriculum and other relevant learning programmes.</p> <p>3. Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support.</p>	<p>Application form/Selection Process</p> <p>Application form/Selection Process</p> <p>Application form/Selection Process</p>	<p>A</p> <p>A</p> <p>A</p>
6.	<b>ANY ADDITIONAL FACTORS</b>	<p>1. Commitment to ongoing personal training and development.</p> <p>2. Ability to adapt and be flexible to the needs of the school.</p> <p>3. Willingness to undertake an enhanced Disclosure and Barring Service check. <b>Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.</b></p>	<p>Application form/Selection Process</p> <p>Application form/Selection Process</p> <p>Application form/Selection Process</p>	<p>A</p> <p>A</p> <p>A</p>