



## Person Specification - Higher Level Teaching Assistant - IRP

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>HLTA qualification or working towards achieving this</li> <li>GCSE/equivalent A-C in maths, English and science</li> </ul>	<ul style="list-style-type: none"> <li>3 x A levels or equivalent.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of motivating, supporting and guiding young people.</li> <li>Experience of working with pupils with additional needs.</li> <li>Experience of supporting pupils to achieve their best</li> </ul>	<ul style="list-style-type: none"> <li>Experience of delivering planned lessons</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</li> <li>Working knowledge of national curriculum and other relevant learning programmes.</li> <li>Understanding of principles of child development and learning processes and, in particular, barriers to learning.</li> <li>Experience and understanding of children who have social and emotional mental health and how this can impact their learning</li> <li>Full understanding of the range of support services/providers.</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>Ability to relate well to children and adults.</li> <li>Ability to effectively use assessment and attainment data to improve children's outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of how trauma impacts learning development and how emotion coaching supports pupils to feel safe and ready to learn</li> <li>Appropriate knowledge in First Aid.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>Excellent IT skills.</li> <li>Excellent communication skills (both written and verbal).</li> <li>Reflective and responsive to adapt to the needs of the children and alter planning accordingly.</li> <li>Strong organisational, planning skills and individual plans i.e. PBP, OPP, risk assessment.</li> <li>A proactive and creative approach to work.</li> <li>Ability to prioritise and manage conflicting demands.</li> <li>Drive and enthusiasm.</li> <li>Ability to plan effective actions for pupil at risk of underachieving.</li> <li>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Ability to provide evidence to show a commitment to professional development and on-going training.</li> </ul>	
<b>Values</b>	<ul style="list-style-type: none"> <li>Committed to Castleford Trust and Castleford Park Junior values.</li> <li>Support Trust ethos and values at all times both within the academy and the wider community.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Planned and organised approach to workload.</li> <li>Excellent role model to young people and staff.</li> <li>Positive "can do" approach to tasks.</li> <li>Ability to keep calm in challenging situations.</li> <li>Excellent interpersonal skills.</li> <li>Committed to providing the best for all pupils across the Trust.</li> </ul>	



## Job Description - Higher Level Teaching Assistant - IRP

<b>RESPONSIBLE TO</b>	Senior Leader in Charge of Provision - IRP
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### KEY PURPOSE OF THE POSITION

- To teach pupils with support from the wider teaching team – increasing their knowledge, skills and understanding across a range of subject areas by using precise, clear modelling and feedback.
- To enable all pupils to achieve their full potential through appropriate support and challenge.
- To contribute to the safeguarding and promotion of the well-being of children and young people in line with current legal requirements, national policies and local guidance.

### MAIN AREAS OF RESPONSIBILITY

- Manage pupil learning through effective teaching in accordance with our school's bespoke planning and policies. Adapt and personalise planning to suit your style and the needs of the pupils in each specific class and provide specific feedback that moves progress forward
- Ensure continuity, progression and consistent adherence to CPJA approaches in all teaching.
- Use a variety of methods and strategies to match curricular objectives to pupil need and ensure equal opportunity for all pupils
- Work with the SEND Team and Inclusion Team, to benefit from their specialist knowledge, to maximise your effectiveness within lessons and in creating specialist support packages
- Support individual learning, by planning work with appropriate challenge and scaffolding, monitoring and reviewing pupil outcomes regularly
- Provide precise, clear modelling and clear explanations using appropriate vocabulary, to support pupils to achieve
- Support the children through raising pupils' esteem, expectations, and aspirations
- Have consistently high expectations and positive behaviour management strategies that help you encourage and manage each class effectively
- Be responsible for the class that you teach – ensuring you understand their medical needs, safeguarding needs and can correspond with parents in place of the class teacher where needed

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### Supporting Pupils

- To focus on individual pupils to ensure their needs are being met within lessons – communicating effectively and sensitively.
- To encourage pupils to interact and work co-operatively with each other.
- Develop relationships, giving emotional support and acting as coach, trainer, developer and motivator. Establish fair, respectful, trusting, supportive and constructive relationships.
- Support pupils to evaluate their progress and provide guidance that will help them develop further.
- Understand the key factors that affect children and young people's learning and progress

#### Teaching and Learning

- Work effectively as a member of the school team to improve the quality of teaching and learning
- Implement new initiatives adopted by the school, adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.



- Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem.
- Prepare, plan and manage specific lessons using effective methods and adjusting them according to pupils' responses/needs.
- To provide cover across main school as and when required.

### **Professional Standards and Development**

- To promote the policies and ethos of the school, to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- Be a role model to pupils through personal presentation and professional conduct.
- Have high expectations and a commitment to helping young people fulfil their potential
- Be familiar with and support all the Academy's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
- Have achieved a nationally recognised qualification at level 2 or above in English and Maths
- Establish effective working relationships with professional colleagues.
- Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare, recognising the contribution that they can make the development and wellbeing of our pupils
- Be aware of the role of the Governing Body of the Academy and support it in performing its duties.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice.
- Consider the needs of all pupils within lessons and implement specialist advice -taking account of diversity. These may include LSS, EPS, CIAT, EHH and CAHMS.
- Attend relevant courses and learning activities in order to update knowledge as required.
- Take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects – demonstrating a commitment to working with others collaboratively and cooperatively

### **Health & Safety**

- Where appropriate, undergo Basic First Aid training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Support the Academy's implementation of all current statutory requirements, e.g. Disability Discrimination Act, Access to Work, Equal Opportunities and Child Protection.

### **Health & Safety Continuing Professional Development**

- Keep up-to-date and informed on changes to legislation, and roles and responsibilities.
- Take responsibility for personal professional development, with support from a Senior member of staff.
- Respond positively to feedback given, adapting as necessary or sharing good practice
- Undertake any necessary professional development as identified in the School Development Plan, and multi-agency requirements, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process, evaluating and improving own practice.



Candidates must also be willing to undertake any other responsibilities requested by the Academy or Trust.