



**JOB TITLE:** Higher Level Teaching Assistant

**REPORTS TO:** SENCO/ Headteacher

**BAND:** Grade C

**JOB PURPOSE:**

- To be responsible for planning and preparing lessons/learning activities and delivering these in either a subject specialism or key stage of the national teaching and learning curriculum to a withdrawal class.
- To be responsible for recording and reporting on development progress and attainment.
- To manage and supervise pupil behaviour, and contribute to the maintenance of effective school administration.

**KEY CORPORATE ACCOUNTABILITIES**

- Commitment to the Trust and school's vision and values;
- To maintain awareness of and commitment to the Trust's Equality and Diversity in Employment Policy in relation to both, employment and service delivery and to observe of conduct which prevents discrimination taking place;
- To comply with all Trust policies and procedures including the Code of Conduct, Safeguarding Policy and E-Safety Policy;
- Undertake safeguarding training at least annually, with further updates as required;
- To fully comply with the Health and Safety at Work Act 1974, the Trust's Health and Safety Policy and all locally agreed safe methods of work;
- To work with colleagues to achieve service plan objectives and targets;
- To participate in the Performance Management Procedure and contribute to the identification of team development needs; and
- At the discretion of the Head Teacher, such other activities as may from time-to-time be agreed and are consistent with the nature of the job description herein.

**PRINCIPAL ACCOUNTABILITIES**

**Teaching and Learning**

***Under the professional oversight and with the supervision of a suitably qualified and experienced teacher.***

- To plan, organise and manage structured learning activities that reflect specific expertise, knowledge of the national curriculum.
- To assess pupil needs using detailed knowledge and specialist skills to support pupil learning, evaluating and adjusting lesson plans as necessary.
- Supervise pupils delivering learning activities to small groups/whole classes of pupils, adjusting activities within the scope of the Curriculum in response to pupils' learning.
- Create a structured positive learning environment.
- Support the Curriculum Plan with learning programmes.
- Monitor pupil responses to learning through observation and structured assessment against pre-determined learning objectives, evaluating these with recommendations to improve and advance learning for pupils.
- Development of Individual Education Plans or targeted learning objectives.
- Systematically record achievements in lessons, collecting evidence of attainment.
- Provide objective and accurate feedback sensitively for pupils, parent etc and produce evidence based reports for a wide variety of audiences.

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- Ensure the milestones for achievement are challenging and demanding, adjusting activities as required.
- Providing unobtrusive guidance and support to enable pupils to find answers to questions and tasks set, using knowledge of each pupil's differing levels of development and ability to ensure progression and continuity.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3 and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Conducting research to broaden and enrich pupil learning.
- Support the use of IT as a learning aid (including the use of specialist curriculum software), assisting pupils to develop IT competence and independent use of systems.
- Develop and determine the need for specialist equipment, to prepare and maintain these as associated with the specific subject area or curriculum key stage and to take the lead in learning activities associated with the equipment.
- Mark pupil work, recording progress and achievement.
- Administer and mark tests, invigilate exams.
- Prepare and design teaching materials (e.g. lesson sheets, handouts).
- Supporting pupils, including those with SEN, individually or in small groups, implementing Individual Education Plans, using either specialist knowledge or skills in providing such support (e.g. behaviour management).
- Supervise pupils using a variety of specialist materials/equipment on or off school premises.
- Establish a clear framework for classroom discipline, anticipating and managing behaviour constructively, promoting self-control and independence.
- Develop and implement strategies for behaviour management.
- Promote positive values, attitudes and good pupil behaviour, dealing with conflicts and incidents.
- Manage pupils who are showing socially unacceptable or challenging behaviour.
- Establishing productive working relationships with pupils using methods to encourage pupil engagement and participation in activities.
- Promote the inclusion and acceptance of all pupils within the classroom.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

I confirm that I have read and understood, and that I accept, the above job description:

Signature : ..... Date: ..... Name in full .....



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**Person Specification**

<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Successful experience working with children in a school/early years' environment Educated to NVQ Level 4 in learning support/early years, NNEB or equivalent qualification/experience
	Knowledge of relevant policies and procedures	Basic knowledge of First Aid and understanding of the School
	Literacy	At least English GSCE (A-C) level or equivalent
	Numeracy	At least Maths GSCE (A-C) level or equivalent
	Technology	Knowledge of basic ICT to support learning
<b>Communication</b>	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and other adults
<b>Working with children</b>	Behaviour Management	Understand and implement the school's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the school curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
<b>Working with others</b>	Working with partners	Understand the role of others working in and with the school Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to follow instructions accurately
<b>Responsibilities</b>	Organisational skills	Good organisational skills Ability to remain calm under pressure
	Line Management	Ability to support the work of volunteers and other teaching assistants in the classroom
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
<b>General</b>	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Good understanding of and commitment to child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn in the roll



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