



Higher Level Teaching Assistant -

supporting and delivering learning

Salary: SCP17-22
Reporting to: Headteacher
Location: Miriam Lord Primary School

Main purpose of the job:

The main purpose of the job is 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

Key Activities / Responsibilities:

Supervisory/Managerial

- Responsible for the management and development of a specialist area within the school and/or line management, training and appraisal of other support staff, students on work experience, trainees and voluntary helpers with whom the postholder is working




Supervision and guidance

- Responsible to the Headteacher/senior member of staff, but it is expected to seek guidance from appropriate sources


Range of decision making

- To make decisions using own initiative where appropriate within established working practices and procedures
- The postholder will be expected to use good common sense and initiative in all matters relating to:
 - The conduct and behavior of individual, groups of pupils and whole classes
 - The correct use and care of materials by individual and small groups of pupils
 - The safety, mobility (if required) and hygiene and well being of the pupils

Responsibility for assets, materials etc









-  To maintain the confidential nature of information relating to the school, its pupils, parents and carers
-  To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff
-  The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working

Contacts










-  Internal at all levels, parents/carers, governors, community groups, health, social services, police, local authority, contractors, external agencies

Range of duties:






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
-  Promote the inclusion and acceptance of all pupils within the classroom
-  Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
-  Promote independence and employ strategies to recognize and reward achievement of self-reliance
-  Provide feedback to pupils in relation to progress and achievement
-  Develop and implement IEPs
-  Support pupils consistently whilst recognising and responding to their individual needs












Support the teacher

-  Organise and manage appropriate learning environment and resources
-  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.
-  Production of lesson plans, worksheet, plans etc.
-  Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
-  Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
-  Administer and assess/mark tests and invigilate exams/tests






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, KS3, 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
-  Advise on appropriate deployment and use of specialist aid/resources/equipment
-  Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

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
-  Attend and participate in regular meetings
-  Participate in training and other learning activities as required.
-  Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.
-  Deliver out of school learning activities within guidelines established by the school
-  To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
-  Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
-  Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils

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.

Person Specification - HLTA



<u>Qualifications and Training</u>	<u>Essential</u>	<u>Desirable</u>
<ul style="list-style-type: none">  NVQ level 3 or equivalent plus appropriate experience.  HLTA status which requires the possession of Literacy and Numeracy at Level 2 or higher*  Satisfactory completion of HLTA training  GCSE English and Maths (grades A-C) or equivalent 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 	
<u>Skills and Knowledge</u>		
<ul style="list-style-type: none">  This is a public facing role and therefore is necessary to be able to demonstrate fluency and proficiency in spoken English. To be able to converse at ease with members of the public (including children) and provide guidance and advice in accurate spoken English.  Understanding of strategies for teaching and learning.  Understanding of the national curriculum  Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting  Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes  Ability to contribute to planning and preparation of lessons and teaching materials  Ability to contribute to assessment and monitoring of pupil progress  Good communication and interpersonal skills  Good organisational and time management skills  Ability to work collaboratively with teachers and others  Ability to supervise others effectively, as required  Ability to take responsibility and work with autonomy within set boundaries 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 	
<u>Experience</u>		
<ul style="list-style-type: none">  Minimum 2 years' experience working as a teaching assistant in the last 5 years  Experience of working with pupils of relevant age, assisting in their development.  Experience of working with pupils with additional educational needs, more able, special educational needs.  Experience of working in the relevant discipline.  Experience of working as part of a team. 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	

 Specific technical / resource experience eg. science, art, ICT		✓
<u>Disposition and Attitude</u>		
 Ability to understand classroom roles and responsibilities and your own position within these.	✓	
 Demonstrate a commitment to working with children of the relevant age	✓	
 Very good numeracy/literacy skills.	✓	
 Ability to use other relevant equipment / technology.	✓	
 Ability to use ICT effectively in relation to the post.	✓	
 Good organisational skills.	✓	
 Ability to relate well to pupils and adults.	✓	
 Work constructively as part of a team.	✓	
 Ability to remain calm under pressure.	✓	
 Demonstrate good co-operative, interpersonal and effective listening skills.	✓	
 Good sense of humour		
 Ability to prioritise conflicting demands and pressures.	✓	
 Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
 Ability to work proactively and independently Flexibility and willingness to accept change.	✓	
 Approachable, courteous and able to present a positive image of the school to callers and visitors.	✓	
 Maintain confidentiality in matters relating to the school, its pupils, parents and carers	✓	
<u>Other</u>		
 Candidates should indicate an acceptance of and commitment to the principles underlying Equal Rights policies and practices.	✓	
 Willing to undertake further professional training as appropriate	✓	
 Commitment to raising standards	✓	
 Will not require holiday leave during term time.	✓	
 Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	✓	
 No contra-indications in personal background or criminal record indicating unsuitability to work with children/ people/vulnerable clients/finance (CRB check required).	✓	
 Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.	✓	
 Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties.	✓	

This post is subject to satisfactory vetting, including a satisfactory enhanced disclosure from DBS