

All Saints Church of England Primary School

Job Description

Higher Level Teaching Assistant (Level 4)

Delivering & Supporting Learning



PRIME OBJECTIVES OF THE POST:

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 groups and for whole classes (cover for PPA, NQT, TLR, Leadership time, teacher absence etc). To complement the professional work of teachers by monitoring pupils and assessing, recording and reporting on their achievement, progress and development.

SUPERVISION AND GUIDANCE:

Responsible to the Principal/ members of Leadership team, 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 behaviour 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 Education Authority, Education Bradford, Contractors, External Agencies.

RANGE OF DUTIES:

1. SUPPORT FOR PUPILS

- 1.1 Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning

- 1.2 Establish productive working relationships with pupils, acting as a role model and setting high expectations
- 1.3 Promote the inclusion and acceptance of all pupils within the classroom
- 1.4 Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- 1.5 Promote independence and employ strategies to recognise and reward achievement of self-reliance
- 1.6 Provide feedback to pupils in relation to progress and achievement
- 1.7 Develop and implement IEPs
- 1.8 Support pupils consistently whilst recognising and responding to their individual needs

2. **SUPPORT FOR THE TEACHER**

- 2.1 Organise and manage appropriate learning environment and resources
- 2.2 Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- 2.3 Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- 2.4 Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- 2.5 Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- 2.6 Production of lesson plans, worksheet, plans etc.
- 2.7 Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- 2.8 Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- 2.9 Administer and assess/mark tests and invigilate exams/tests

3. **SUPPORT FOR THE CURRICULUM**

- 3.1 Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 3.2 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
- 3.3 Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- 3.4 Advise on appropriate deployment and use of specialist aid/resources/equipment

- 3.5 Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

4. **SUPPORT FOR THE SCHOOL**

- 4.1 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
- 4.2 Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- 4.3 Contribute to the overall ethos/work/aims of the school
- 4.4 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- 4.5 Attend and participate in regular meetings
- 4.6 Participate in training and other learning activities as required.
- 4.7 Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- 4.8 Deliver out of school learning activities within guidelines established by the school
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- 4.10 Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- 4.11 Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- 4.12 You will be required to train and perform as a 1st Aider.

5. **LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE**

- 5.1 Support & manage other teaching assistants where appropriate
- 5.2 Liaise between managers / teaching staff and teaching assistants
- 5.3 Hold regular team meetings with managed staff
- 5.4 Represent teaching assistants at teaching staff/management/other appropriate meetings
- 5.5 Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.



ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL BRADFORD PERSONNEL SPECIFICATION

Higher Level Teaching Assistant (Level 4)

Delivering & Supporting Learning

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
EXPERIENCE	<ul style="list-style-type: none"> At least 2 years recent experience of working in a school or other organisation with children of relevant age to promote learning. and experience of working as part of a team. and experience of working with children with additional educational needs eg more able, special educational needs, disabilities etc. 	<ul style="list-style-type: none"> Experience of supervising or managing staff. Experience of working in Primary Schools. 	Application form & Selection process
QUALIFICATIONS	<ul style="list-style-type: none"> Hold current Higher Level Teaching Assistant qualification or equivalent and/or higher relevant (e.g. QTS) qualification(s). GCSE (A-C) English and Maths or equivalent eg. Adult Literacy/Numeracy at level 2. Willing to be trained as a First Aider if qualification is not up to date and prepared to provide cover. 	<ul style="list-style-type: none"> Other qualifications e.g. sports coaching, first aid, Team Teach, computing etc. 	Application form & Selection process. Certificates
PRACTICAL & INTELLECTUAL SKILLS	<ul style="list-style-type: none"> Ability to prepare lessons. Can use ICT effectively to support learning. Good organisational skills. Ability to report, record and interpret information. 	<ul style="list-style-type: none"> Ability to play a musical instrument. Ability to speak a second language. 	Application form & Selection process /

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<ul style="list-style-type: none"> • Excellent numeracy and literacy skills • Ability to maintain a positive ethos in class and keep pupils on task. • Able to write and speak in grammatically correct English at all times. 		test
SPECIAL KNOWLEDGE	<ul style="list-style-type: none"> • Thorough understanding of child development and learning processes. • Full working knowledge of behaviour management. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs and disabilities. Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies. • An understanding of the needs of a multicultural society. • Knowledge of Health and Safety requirements. 	<ul style="list-style-type: none"> • Knowledge of school procedures. • Working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Experience of preparing children for statutory tests e.g. Phonics Screening Check, SATs etc. 	Application form & Selection process
PERSONAL QUALITIES & ATTITUDE	<ul style="list-style-type: none"> • Ability to relate well to pupils and adults. • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. • Ability to remain calm under pressure. • Demonstrate good co-operative, interpersonal and listening skills. • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. 		Selection process

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<ul style="list-style-type: none"> • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Ability to self evaluate learning needs and actively seek learning opportunities. • Ability to work proactively and independently using own initiative. • Ability to organise, lead and motivate self and others. • Ability to work independently and as part of a team to deliver identified learning outcomes. • Constantly improve own practice/knowledge and learning from others. • Ability to prioritise conflicting demands and procedures. • Sympathetic to and understanding of the values and ethos of a Church of England School 		
TRAINING	<ul style="list-style-type: none"> • Training and/or willingness to undertake training. • Commitment and evidence of own personal and professional development. 	<ul style="list-style-type: none"> • Ability to deliver quality training to other support staff 	Application form & Selection process
EQUALITY	<ul style="list-style-type: none"> • Candidates should indicate an acceptance of and commitment to the principles underlying the Council's Equal Rights policies and practices. 		Selection process
CIRCUMSTANCES	<ul style="list-style-type: none"> • Meets the requirements of an enhanced DBS check 	<ul style="list-style-type: none"> • Full cleaning driving licence 	Selection

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
- PERSONAL	<ul style="list-style-type: none"> 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/young people/vulnerable clients/finance (DBS check required). 		process. Sight of appropriate documentation as specified in interview letter
PHYSICAL/SENSORY	<ul style="list-style-type: none"> 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. Ability to work in a school on a split site. 		Selection process.

Reviewed and updated: September 2019, J. Davie - Headteacher