**JOB DESCRIPTION**

**Job Title: Higher Level Teaching Assistant**

**Responsible to: Headteacher- Deputy Headteacher/SENCO/Classroom Teacher**

**Contract: Fixed Term or Permanent**

**Salary: Graveney Spine Point 18 -21**

**PURPOSE OF THE JOB**

* To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.
* To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes during PPA and during the short-term absence of teachers.
* To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, all underachieving groups and HA), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

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**Main Duties**

**Planning**

* Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
* Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
* Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school’s policies and procedures.

**Teaching and Learning**

* Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
* Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
* Motivate and progress pupils’ learning by using clearly structured, interesting teaching and learning activities.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
* Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
* Organise and safely manage the appropriate learning environment and resources
* Promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
* Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language

**Monitoring and Assessment**

* With teachers, evaluate pupils’ progress through a range of assessment activities.
* Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
* Monitor pupils’ participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
* Assist in maintaining and analysing records of pupils’ progress.
* Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

**Mentoring, Supervision and Development**

* Manage other teaching assistants by providing appropriate support and mentoring.
* Support and guide other less experienced teaching assistants’ work in the classroom when required and lead appropriate training for other teaching assistants.
* Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

**Behavioural and Pastoral**

* Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
* Understand and implement school child protection procedures and comply with legal responsibilities.
* Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
* Provide support and assistance for children’s pastoral needs, for example, dressing, caring for sick, injured or distressed children.
* Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed in-line with school policy.
* Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links.
* Supervise pupils in the playground and plan and organise play time activities.
* Assist teachers by receiving instructions directly form professional or specialist support staff involved in the children’s education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

**Other**

* Any other duties required by the class teacher, SLT, or the headteacher, which is within the scope of this post.
* To attend to toileting needs and the clearing up of bodily fluids.
* To work within and encourage the school’s Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
* To promote the safeguarding of children
* To carry out the duties and responsibilities of the post, in accordance with the school’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
* To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
* To undertake other duties appropriate to the post that may reasonably be required from time to time

**PERSON SPECIFICATION**

**HIGHER LEVEL TEACHING ASSISTANT**

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

**E – Essential Criteria**

**EDUCATION & EXPERIENCE**

1.Meet HLTA standards or equivalent qualification or experience. **E**

2. Hold relevant qualifications at a level equivalent to at least NVQ Level 3. **E**

3. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test). **E**

4. Training in relevant learning strategies e.g. literacy, numeracy

5. A minimum of two years’ experience of working with children (either paid or unpaid capacity) preferably in a Primary education setting. **E**

6. Has attended safeguarding training and is familiar with appropriate child protection procedures. **E**

**KNOWLEDGE & UNDERSTANDING**

7. Knowledge of the requirements of the national curriculum and a sound understanding of the teaching of reading, writing and maths.

8. Understanding of behaviour management strategies. **E**

9. Understanding of First Aid procedures or willingness to undertake First Aid training

**SKILLS**

10. Effective oral and written communication skills. **E**

11. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. **E**

12. Good organisational and time management skills. **E**

13. Sound IT skills to support learning. **E**

**ABILITIES**

14. Able to form and maintain appropriate professional relationships and boundaries with children and young people. **E**

15. Ability to organise, lead and motivate a team. **E**

16. Ability and willingness to work constructively as part of a team

17. Ability to supervise pupils effectively both in and out of school in line with the school’s behaviour policy.

18. Ability to organise the classroom activities e.g. preparing and setting out resources.

19. Ability to deal with sensitive information in a confidential manner.

21 Ability to provide a good role model to young pupils.

22. Ability to work in partnership with parents and teachers.

23. Ability to use own initiative and work flexibly.

29. A commitment to the school’s equal opportunities policy.

**OTHER**

30. Willingness to attend school training sessions.

31. Empathy with young people facing barriers to their learning.

32. A commitment to helping young pupils achieve, through education and learning.