**EYFS/ KS1 Higher Level Teaching Assistant**

Are you passionate about making a difference to children’s lives? Redcastle Family School is seeking to appoint an enthusiastic, positive, child focused Higher Level Teaching Assistant to support our growing EYFS team and Key Stage 1 cohorts. This is an exciting opportunity to have a significant impact on outcomes for children.

Redcastle Family School supports a thriving community within Thetford. We are a school that puts children at the heart of everything that we do, and takes pride in the reward that comes from seeing the progress that children make by delivering a quality education through a tailor made curriculum.

The successful candidate will be highly motivated and confident in providing support and cover to groups and with a willingness to develop new ideas.  An understanding of the EYFS/ KS1 curriculum is desirable. We are looking for someone who is passionate about teaching and learning:

* Has high expectations;
* Encourages children to develop in all aspects of their learning, including both socially and emotionally, promoting the school’s nurturing ethos;
* Appreciates the need to work as a team to face challenges together;
* Has the ability to reflect on and develop their classroom practice;
* Has an excellent understanding of the Key Stage 1 curriculum.

In return we can offer you:

* A supportive working environment that is thriving;
* A Good School (OFSTED November 2022);
* Excellent standards for behaviour and attainment;
* Enhanced systems to support teaching staff with the learning of children with SEND;
* Enthusiastic, happy and rewarding children, who are eager to learn;
* Forward thinking approaches to learning, professional development and school improvement;
* Systems and resources to monitor and support Mental health in the workplace;
* An opportunity to be innovative and creative.

**Visits to the school are very much encouraged**. Please contact the school office to arrange prior to the closing date.

**Salary: Scale F**

Job Description and Person Specification

Higher Level Teaching Assistant GR9005

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| **Job details** |
| **Job title** | **Higher Level Teaching Assistant Level 1** |
| **School** | **Redcastle Family School** |
| **Section** |  |
| **Location** | **St Martins Way, Thetford, IP24 3PU** |
| **GR Number** | **GR9005** |
| **Grade** | **Scale F** |
| **Responsible to** | **Responsible to the Headteacher, Deputy Headteacher or Assistant Headteacher. Works in conjunction with a qualified teacher on a day to day basis.** |
| **Responsible for** | **Planning and delivery of teaching and learning to both groups and whole classes in instances of temporary or routine cover arrangements.**  |
| **Effective date** | **January 2025** |

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| **Role and context** |
| **Job purpose** |
| 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 including monitoring pupils’ progress either for individuals or groups or, in the short term, for whole classes under an agreed system of supervision.  |
| **Context** |
| Job Family: Classroom and Pastoral |
| **Other Job Information (e.g. any special factors or constraints)** |
| * For use in all schools and units as appropriate.
* Liaise with teachers, other support staff, health and education specialists, parents, visitors and volunteers.
* **STANDARDS AND REGULATIONS FOR HIGHER LEVEL TEACHING ASSISTANTS** Higher Level Teaching Assistants should have regard to the standards and regulations published by the DfES and the National Employers in carrying out their responsibilities.
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| **Principal Accountabilities** |
| **Accountability** | **Order of importance (1 = most important etc)** |
| * 1. Undertakes the job description of a Teaching Assistant at NVQ 3 level but to a higher level of expertise and experience; able to undertake or contribute to the development of strategies and policies and able to work with greater freedom and initiative. Can deliver whole class learning on a short term basis to release a class teacher for PPA or other non-contact time. Main additional responsibilities are set out below.
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| **Support for pupils** |
| Assess the needs of pupils and use detailed knowledge and specialist skills to support learning. | **1** |
| Take responsibility for developing and implementing IEP’s (Individual Education Plans) & SEND interventions. | **2** |
| **Support for Teachers** |
| Take responsibility for organising and managing appropriate learning environments and responses. | **3** |
| Responsible for recording progress and achievement in lessons/activities. | **4** |
| Establish a clear framework for disciplinary matters. | **5** |
| Leads meetings with parents to give constructive feedback on pupil progress/achievement. | **6** |
| **Support for the curriculum** |
| Uses ICT effectively for learning activities and developing pupils’ competence and independence in its use. Able to select and prepare the necessary resources to teach learning activities. | **7** |
| Takes responsibility for advising on the appropriate deployment and use of specialist aids/resources/equipment. | **8** |
| **Support for the school** |
| Assists with the development of school policies and procedures relating to child protection, health safety and security, confidentiality and data protection. | **8** |
| Takes the initiative in developing appropriate multi-agency approaches to supporting pupils. | **10** |
| Takes responsibility for the provision of out of school learning activities within guidelines established by the school. | **11** |
| To undertake other similar duties and activities within the grade and scope of the post as directed by the Headteacher. | **12** |

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| **Person specification** |
| **Essential** | **Desirable** |
| **Qualifications** |
| * Excellent numeracy/literacy skills/GCSE (or equivalent NVQ 2 level) Maths and English;
* Meet Higher Level Teaching Assistant standards or equivalent qualification or experience;
* Training in the literacy/numeracy strategy;
* Specialist skills/training in curriculum or learning area, e.g. bilingual, sign language, ICT;
* Can work at NVQ 4 level overall.
 | * Additional CPD training in aspects of EYFS or KS1 practice.
* RWI Phonics training.
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| **Experience** |
| * Experience of working with pupils of relevant age in a learning environment.
 | * Experience of working with pupils with a range of SEND.
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| **Skills/knowledge** |
| * Can use ICT effectively to support learning;
* Full working knowledge of relevant policies/codes of practice/legislation;
* Working knowledge and experience of implementing National Curriculum and other relevant learning programmes;
* Good understanding of child development and learning processes;
* A confident, enthusiastic approach to classroom management and supporting young learners;
* Understand how to create a positive learning environment that fosters growth and development;
* Constantly improve own practice/knowledge through self-evaluation and learning from others;
* Ability to relate well to children and adults and work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
 | * Understanding of statutory frameworks relating to teaching.
* Meet requirements for the assessment and recording of pupil's development.
* Experience of planning PHSE related interventions.
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| **General information**  |
| * The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job.
* Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times.
* Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion.
* All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school’s policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
* Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.
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