

## Job Description

### Details of the job

Post title:	Higher Level Teaching Assistant Level 4
Reporting to:	Head Teacher
Salary grade:	Grade G, 19-22
Hours:	Full-time/Part-time (delete as appropriate)

### Overall purpose of the post

- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, students 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 the short-term absence of teachers.
- To provide support for students, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support

### Principal responsibilities

- Under an agreed system of supervision by class teacher and within a pre-determined lesson framework will deliver lessons to cover short term absence or regular teaching commitments to whole classes.
- Jobs require an in-depth understanding of methods, procedures and the curriculum. The emphasis of these jobs is on the practical application of specialist knowledge and skills, rather than conceptual understanding.
- Some will have a specialist role that will typically cover a deeper knowledge of a narrower range of circumstances and may provide a lead in that specialism to others within the school e.g. SEN
- Supervisory responsibilities are likely to be a feature of these roles apart from where activities are of a very specialist nature –where guidance and development of others is likely to be a feature
- Works under an agreed system of supervision / management delivering learning and providing specialist knowledge
- Uses factual knowledge and reports on factual information to persuade others to take a course of action. Role holders may have a higher level of communication skills to influence, motivate and drive behavioural change as a result of persuasion and appeal
- Provides management information and may be involved in project work
- Likely to interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

#### 1) Working in the environment

- Take a lead role in managing and delivering pastoral care and developing and implementing behaviour management strategies promoting independence and self control and assist in the supervision of pupils to ensure that the school's standards of health, safety and behaviour control are maintained
- Employ strategies to recognise and reward achievement of self reliance to meet the needs of pupils

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

## **2) Supporting pupils in the learning environment**

- Under supervision of the class teacher: plan lessons using agreed school formats, prepare resources and deliver learning objectives and activities, adjusting when appropriate to meet the requirements of pupils and the curriculum (for example lesson plans, worksheets, plans)
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities
- Be aware of individual pupils needs as well as any pupils with any SEN one page profile targets
- A specialist role may conduct comprehensive pupil needs assessments, produce and disseminate individual education, behaviour, support and / or mentoring plans, lesson plans and learning activities to less specialist colleagues to deliver specific parts of the curriculum or provide guidance on a specialist area (gifted and talented pupils with special needs)
- Use specialist skills to support pupils consistently in the learning environment to promote independence and self reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils
- Ensure pupils are provided with effective verbal feedback to learning and learning is adapted as a result where appropriate
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at lunchtimes, before and after school) to encourage structured and positive play.
- Establish constructive relationships with pupils and interact with them according to individual needs.

## **3) Providing clerical and other support to service users**

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Lead in the completion of the class register when covering for the class teacher and follow up any absence where appropriate with the school office.
- Administer routine tests, record assessments and undertake routine marking of pupils' work inline with the school's agreed marking and feedback policy to meet requirements of pupils and the curriculum.
- Contribute to the identification and implementation of appropriate out of school learning activities which consolidate and extend pre-defined learning activities to meet requirements of pupils and the curriculum

## **4) Preparing and maintaining the classroom environment and resources**

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. science and cookery room, 'break-out' work spaces, shared cupboards.
- Select, plan, prepare, organise and evaluate the effectiveness of learning resources equipment and required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.
- Advise on appropriate deployment and use of specialist aids, resources and equipment meet the needs of pupils and the curriculum.

## **5) Developing the team**

- Lead, advise and contribute in meetings, training/development activities and supervise, coach and mentor less experienced and specialised colleagues when appropriate, to support the achievement of individual and team performance and development objectives.
- Work in effective partnership with the class teacher and other adults in the classroom to ensure consistency and continuity for pupils when covering for PPA or short term absence.

#### **6) Building professional relationships**

- Build and maintain positive working relationships with pupils, parents, carers, colleagues, professionals and multi-agencies to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers only under the direction of teaching staff.

#### **7) Dealing with Behaviour Issues**

- To take responsibility for the management of behaviour pupil whilst covering for the class teacher and supporting less experienced colleagues seeking support of senior staff when appropriate.
- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

#### **8) Monitoring levels and ordering of resources**

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

#### **9) Reviewing pupils performance**

- Monitor, observe, record and feedback, on pupil achievement providing objective reports/annotated lesson plans with appropriate evidence and assist in the gathering of information and in the completion of pupil profiles and records of attainment to maximise pupil development.
- Complete assessment records and complete national data requests for subject taught as required by senior staff.

#### **10) Physical Effort and/or strain**

- Job holders regularly move around during their normal working pattern, walking standing and sitting with pupils.
- Job holders may say set out PE equipment and will have help in moving heavy equipment following agreed HSE guidance.

#### **11) Working Environments**

- Job holders may carryout playground duties or outdoor learning in variable weather conditions; however there is usually indoor play during bad weather
- Very occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill following agreed Health and Safety/COSHH guidance.
- Any other duty required by the Headteacher, Senior Leaders as may be reasonably required commensurate with the level of post.
- Performance Management will take place on an annual cycle.

Signed:\_\_\_\_\_ (Teaching Assistant)

Signed:\_\_\_\_\_ (Line manager)