

GENERIC JOB DESCRIPTION - SCHOOLS

Job information as shown on organisation chart

Job Title: Higher Level Teaching Assistant	Post No: GEN22	Grade: HC6
Organisational information: Responsible to: Head Teacher or other nominated member of staff Professionally responsible to: <i>(where appropriate)</i> Dimensions: <i>(quantifiable measures relating to the post, such as number of staff managed, number of patients, size of local population, budgets and so on)</i> Responsible for: Providing advice, guidance and support to other Teaching Assistants, as required. Key relationships/Functional links with: <i>(main relationships with people inside and outside the organisation that the post holder will come into contact with during the course of their work)</i> Internal: Pupils, parents/carers, teaching and support staff throughout the school; other employees within the Children & Young People Directorate. <i>External:</i>		
Main Purpose of Job: <ul style="list-style-type: none"> To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities, for individuals, for groups and for whole classes. It will involve monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including the allocation and monitoring of work, appraisal and training. 		
Main Responsibilities / Accountabilities <i>The jobholder will be expected to complete the responsibilities / accountabilities effectively in order to deliver the key objectives of the organisation</i> Support for pupils <ul style="list-style-type: none"> 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;

- Participate in the development and implementation of IEPs;
- Promote the inclusion and acceptance of all pupils within the classroom and assist with personal care tasks if required;
- Support pupils consistently whilst recognising and responding to their individual needs;
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities;
- Promote independence and employ strategies to recognise and reward pupils' achievement of self-reliance;
- Provide feedback to pupils in relation to progress and achievement.

Support for Teachers

- Organise and manage appropriate learning environments and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives.
- Evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Deliver pre-planned activities to classes during short-term cover for teachers, successfully managing the children's learning and behaviour in accordance with school policies.
- 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.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, plans etc.

Support for the curriculum

- Within an agreed system of supervision, plan and prepare stimulating and varied learning activities and lessons for delivery to individuals, groups and classes, demonstrating an awareness that pupils have a range of individual learning needs and approaches;
- Deliver learning activities to pupils within an 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
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

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 colleague.
- 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

- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise and continue to develop own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver out-of-school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out-of-school learning activities, which consolidate and extend work carried out in class.

Advice, guidance and support for other teaching assistants

- To liaise between managers/teaching staff and teaching assistants, if required;
- To hold regular team/briefing meetings with other teaching assistants, if required;
- To represent teaching assistants at teaching staff/management/other appropriate meetings;
- Assist with the recruitment, appraisal, training and mentoring of other teaching assistants.
- To provide on-going advice to other teaching assistants

DATA QUALITY

Council staff

To follow the relevant procedures for ensuring that information and data is collected and recorded accurately thus enabling the production of reliable analyses and reports.

Job Activities:

Other information:

- Disclosure type: enhanced.

General information:

The post holder will be required to comply with organisation's policies and procedures.

The organisation has a no smoking policy. Employees are not permitted to smoke on any of the organisation's premises nor in any vehicle used on organisation business.

The postholder will promote the Council's Health and Safety work policies and ensure that these are implemented effectively within his/her areas of responsibility.

Employees have a duty to safeguard and promote the welfare of children, young people and vulnerable adults. It is an essential requirement that employees are aware of the Herefordshire Safeguarding procedures for sharing information about the welfare of any person for whom they have safeguarding concerns. Employees have a duty to ensure they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

This Job Description covers the main duties and responsibilities of the job and will be subject to review and amendment, in consultation with the post holder, to meet the changing needs of the organisation.

Other activities commensurate with this Job Description may from time to time be undertaken by the post holder.

Line Manager Name:

Line Manager Signature:

Date:

Date Job Description last reviewed:

October 2013

GENERIC PERSON SPECIFICATION - SCHOOLS

Job information as shown on organisation chart

Job Title: Higher Level Teaching Assistant			Post No: GEN22			Grade: HC6		
All candidates will be considered on their ability to meet the requirements of the person specification			Essential criteria			Method of Assessment*		
Experience			<ul style="list-style-type: none"> • Experience of working with children of relevant age in a learning environment. • Experience of working as a Teaching Assistant – Level 3 (or equivalent). • Experience of assisting with the assessment, recording and reporting of pupils' progress. 			Application Form / Interview		
Skills and Abilities <i>Including personal attributes</i>			<ul style="list-style-type: none"> • Can use ICT effectively to support learning and methods of working (e.g. email, Internet, adapting worksheets etc.) • A confident and effective communicator. • Good understanding of child development, learning processes and factors that affect how pupils learn. • Ability to relate well to children and adults, and to build positive working relationships. • Ability to organise, lead and motivate a team. • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. • Confidence and competence when managing the learning and behaviour of an individual, a small or large group, or whole class. • Ability to develop high quality learning resources without substantial direction from the teacher. • Knowledge of the Literacy and/or Numeracy strategies and principles of inclusion. • Full working knowledge of relevant policies/codes of practice/legislation 			Application Form / Interview		
Qualifications and Training <i>including professional qualifications</i>			<ul style="list-style-type: none"> • Meet High Level Teaching Assistant standards • Competent numeracy and literacy skills – at least to NVQ Level 2 in English and Maths • Certificate in Learning Support (or an equivalent qualification). 			Application Form / Interview		

<p>Other Factors</p> <p><i>e.g. ability to work shifts, physical requirements (with adaptations where appropriate), ability to drive, agility to travel around county etc.</i></p>	<ul style="list-style-type: none"> • Constantly improve own practice/knowledge through self-evaluation and learning from others • Commitment to working with young people • Willingness to work in support of the ethos of the school. • Police clearance. 	<p>Interview</p> <p>DBS Police Check</p>
<p>Line Manager Signature:</p> <p>Date:</p>		

*Method of Assessment: AF = Application Form; I = Interview; S = Selection Method; P= Presentation

Date Person Specification last reviewed

October 2013