

Job Description

POST:

Higher Level Teaching Assistant

ACCOUNTABLE TO:

Deputy Principal

GRADE:

Scale 5 (12-18) (Outer London)

£30,033 - £32,925 FTE

KEY RELATIONSHIPS:

Academy Leadership Team; relevant teaching and support staff; Oasis Community Learning; LA representatives; partner professionals; parents; local community; other Oasis Academies.

LOCATION:

Oasis Academy Pinewood
Thistledene Avenue
RM5 2TX

JOB PURPOSE:

To support the learning and development of children and to complement the work of the classroom teacher thereby making a strong contribution to childrens' learning and achievement. This may be achieved by providing a cover service to absent teachers, supervising classes/groups of children and ensuring that they carry out the agreed learning activities and tasks set by the teacher with designated responsibility.

SPECIFIC RESPONSIBILITIES:

Support for the children:

A. Planning & Expectations

- Effectively contributing to teachers' planning and preparation of lessons.
- Ensuring lessons are planned and taught (within the framework of the teacher and phase).
- Ensuring pupils and colleagues receive feedback on pupil's learning and behaviour.
- Selecting and preparing teaching resources that effectively meet the diversity of pupils' needs and interests.
- Effectively contributing to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with Academy policies and procedures.
- Act on behalf of the teacher in ensuring the safeguarding of the children in the classroom, keeping the learning environment secure and endeavour to leave the classrooms as found.

B. Monitoring and Assessment

- Supporting teachers in evaluating pupils' progress through a range of assessment activities.
- Monitoring pupils' responses to learning to assist in preparing and modifying future approaches to learning
- Monitoring pupils' participation and progress, and giving constructive support to children as they learn, as well as providing feedback to teachers.
- Contributing to maintaining and analysing pupils' progress.

C. Teaching and Learning Activities

- Ensuring that consistency in routine and expectations are maintained in order to minimise the effect of the teacher's absence upon the pupils learning.
- Show initiative and keep up to date with CPD and training.
- Using clearly structured teaching and learning activities which interest and motivate pupils and advance their learning.
- Follow the OCL curriculum including use of IT to support learning.
- Supporting pupils learning with effective and sensitive communication.

- Promoting and supporting the inclusion of all pupils in learning activities to ensure equal and fair learning opportunities.
- Using behaviour management strategies that are in line with the Academy's policy and procedures, which contribute to a purposeful and happy learning environment.
- Advancing pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Guiding the work of other adults supporting teaching and learning (where relevant).
- Challenging stereotypical views, bullying or harassment by following the Academies policies and procedures.
- To take an active role in the Academy's pastoral care of pupils.

D. Safeguarding children and young people

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Arrangements for appraisal of performance:

Participate in the school induction process and, thereafter, the annual performance review.

Notes:

The school expects all staff to be flexible. This means that a High Level Teaching Assistant can be expected to carry out duties that are not specified in this job description but that are within the scope of the responsibilities of the post.

This job description will be reviewed after one year and any review will include discussion with the postholder.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Principal. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

All staff take an active role in the Academy's care and guidance of students.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • At least to GCSE or equivalent including maths and English grades A-C • Relevant Level 3 qualification • Willingness and motivation to develop own skills and undertake training (eg, the DfES teaching assistant induction programme) 	<ul style="list-style-type: none"> • Relevant Level 4 qualification or above • HLTA status (qualification will need to be obtained in the first year in post if not)
Skills and Ability	<ul style="list-style-type: none"> • Self-motivated and committed to self-development • Ability to work as a member of a team and follow the teacher's directions • An excellent level of spoken English, written English, maths and IT skills • Ability to communicate and interact with children and young people • Awareness of the need to act as a role model and ability to deal with a range of situations in mature and sensitive manner • Ability to understand educational programmes and work to them with reference to a teacher • Ability to work with groups of children and keep them on task and motivated • Awareness of sensitive information and the need for confidentiality • Ability to deal with pupils' physical, medical emotional and behavioural needs as well as provide individual support as appropriate • Ability to demonstrate respect for children and be able to listen to their views 	

	Essential	Desirable
Knowledge	<ul style="list-style-type: none"> • Experience working within a school or other appropriate environment • An awareness of a range of Special Educational Needs • Experience of using positive behaviour management strategies and techniques with young children • Experience working with a range of age groups at primary level • A thorough knowledge and understanding of how children learn, develop and progress through life stages and events including Adverse Childhood Experiences • How IT can be used effectively to motivate children to learn and enhance curriculum provision • How to plan, deliver, monitor and evaluate lessons and learning as part of the school curriculum • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Equalities and inclusion policies and how these are implemented in schools 	<ul style="list-style-type: none"> • Evidence of recent relevant professional development • Experience of working in a highly confidential environment • Recent experience in providing HLTA cover • Experience using iPads in the classroom • Experience working with children aged 3-11
Personal Qualities	<ul style="list-style-type: none"> • Good organisational skills • Ability to encourage learning by building positive relationships • Good interpersonal skills with the ability to liaise effectively with other staff and professionals • Calm and adaptable with an ability to work within a flexible and busy environment • High level of discretion and confidentiality • High expectations of behaviour • Commitment to safeguarding and promoting the welfare of children and young people • Motivation and enthusiasm to work with children and families • Emotional maturity, a high level of resilience and an ability to regulate own emotions • A positive “can-do” attitude • Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis Community Learning ethos and 9 Habits • A commitment to inclusion in all its forms 	