

ST JOHNS CATHOLIC PRIMARY SCHOOL	
JOB DESCRIPTION	
POST TITLE: Higher Level Teaching Assistant 1.0 FTE Start Date: 1st September 2023	SALARY RANGE NJC - Grade M
RESPONSIBLE TO: Deputy Headteacher	

1. JOB PURPOSE

To complement the professional work of teachers by taking responsibility for delegated learning activities under an agreed system of supervision. This involves a contribution to the planning and preparing of lessons, within a framework set by the assigned teacher, delivering learning activities for individuals/groups or whole classes without the presence of the teacher and monitoring pupils by assessing, recording and reporting their achievements, progress and development.

2. MAIN DUTIES AND RESPONSIBILITIES

Support for Pupils

Under an agreed system of supervision of an assigned Qualified Teacher:

1. To cover whole classes for release time for teachers e.g. courses, NQT release time, management release time, sickness,
2. Plan challenging teaching and learning objectives to meet a diversity of pupils' needs and interests, including those in out of school contexts.
3. Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of pupils' interests and language and cultural backgrounds; use ICT to support learning activities and develop pupils' competence and independence in its use.
4. Develop and deliver structured teaching and learning activities for individuals, groups or whole classes within the local and national framework, eg Maths, English, RE, Early Years, and SEN; adjust activities according to pupils' responses during lessons; promote the inclusion of all pupils in the learning process.
5. Supervise the work of teaching assistants and voluntary adult helpers who are supporting teaching and learning in the classroom, including

the allocation, direction and monitoring of their work.

6. Encourage pupils to work co-operatively with each other within an established discipline policy, anticipate and manage pupil behaviour and promote self-control and independence. Provide feedback for pupils in relation to progress and achievements.
7. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.
8. Record progress and achievement in lessons/activities systematically and provide evidence to the assigned teacher, using objective and accurate feedback of the range and level of progress and attainment achieved.
9. Provide constructive feedback, advice and guidance on pupil progress and achievement to parents, encourage the role of parents in pupils' learning and participate in meetings with parents.
10. Administer and assess marked tests and invigilate exams/tests.
11. Implement and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection; report concerns to the appropriate authorised person.
12. Establish relationships and communicate with other agencies/professionals to support the achievement and progress of pupils.
13. Assist with the development of appropriate multi-agency approaches to supporting pupils.
14. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend the work carried out in class.
15. Manage and develop EAL. To implement agreed EAL work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve planning and the management/preparation of resources. Secure high quality care, teaching and learning and provision for second language learners and ethnic minority children. Ensure all new EAL pupils receive an induction to the school. Assess the level of pupils' competence in English and match support according to the need.

16. Support Disadvantaged Pupils. To implement agreed programmes of with individuals/ in or out of the classroom. This could include high quality support and provision to ensure that their needs are met.

Knowledge, Skills and Experience:

Will have met Higher Level Teaching Assistants' standards that are set at Level 4 of the National Qualifications Framework or equivalent qualifications or experience; English and Maths skills equivalent to NVQ Level 2 in English and Maths; will have awareness of national frameworks, typical curricular, teaching methods and expectations in the key stages or phases.

Able to use ICT effectively to support learning; full working knowledge of relevant policies, codes of practice and legislation; working knowledge and experience of implementing national/foundation stage curriculum and other relevant teaching programmes/strategies; good understanding of child development and learning processes; understanding statutory framework relating to teaching; understand the legal definition of Special Educational Needs and familiar with guidance in SEN Code of Practice; ability to organise, lead and motivate others, consistently improving own practice/knowledge through self-evaluation and learning from others; ability to relate well to pupils and adults; work constructively as part of a team; ability to organise, lead and motivate a team of adults working in the classroom; understanding classroom roles and responsibilities.

Personal qualities required are discretion, commitment, patience, flexibility, good personal organisation, firmness, good oral communication skills.

To be able to manage own time effectively. To be flexible to the needs of the school. Works under the supervision of an assigned teacher and within agreed school policies and procedures, and IEPs. Assess pupils' learning needs and decide activities which best meets those needs. Select resources, including the deployment of other teaching assistants and voluntary helpers. During teaching activities has to continually assess their effectiveness on pupils' learning and decide if and what to change.

Must have experience of working with pupils of the relevant age in an educational setting.