

JOB DESCRIPTION:

HIGHER LEVEL TEACHING ASSISTANT



1. MAIN PURPOSE OF JOB

To complement the professional work of teachers by taking responsibility for agreed learning activities during PPA time of class teachers under an agreed system of supervision.

2. CORE RESPONSIBILITIES, TASKS & DUTIES:

- i. Work in partnership with teachers, within an agreed system of supervision, to deliver learning activities to whole classes in the absence of the teacher and during the teacher's PPA time.
- ii. Foster positive and professional relationships with pupils, all staff and parents/carers to the benefit of the child, centred on the school's core Christian values and high expectations.
- iii. Use own initiative to assess and evaluate pupils' needs and leads the delivery of learning activities by application of specific skills, knowledge and experience with and of pupils and area of curriculum, as agreed with the teacher under an agreed system of supervision.
- iv. Take responsibility for planning challenging teaching and learning objectives. Evaluate and adjust work plans as appropriate to meet pupils' needs, particularly those outlined with SEND documents of EHCPs, My Plans etc.
- v. Select and prepare appropriate resources to lead learning activities.
- vi. Monitor, evaluate, provide reporting comments and assessment marking on pupils' learning outcomes and progress within taught areas and subjects.
- vii. Work in partnership with other adults involved in the education process and liaise with external professionals and parents/carers in relation to specific areas of responsibility; including taking the initiative to establish links where necessary.
- viii. Attend and contribute to meetings with other staff, external professionals and parents regarding pupils, including staff meetings, where appropriate.
- ix. Contribute to the school improvement plan priorities by taking responsibility for specific areas of work or policy development that are appropriate to the HLTA's skills, knowledge and experience as identified by the Senior Leadership Team.
- x. Contribute to the organization of and take part in school visits and other activities outside of the classroom under an agreed system of supervision.
- xi. Follow all school policies and procedures, in particular: Child Protection Policy, Code of Conduct, School's Health & Safety Policy, Behaviour Management Policy, SEND Policy, Equal Opportunities Policy and Data Protection Policy
- xii. Participate as required in the school's performance management and supervision systems and take part in appropriate training and development activities.

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xiii. Make appropriate use of ICT and adhere to policies relating to it, within their work in line with the school's systems of working.

xiv. Contribute to the overall ethos, work and aims of the school.

3. SUPERVISION / MANAGEMENT OF PEOPLE

May be required to manage work experience pupils or classroom volunteers, as required.

4. CREATIVITY & INNOVATION

- Monitor and be responsive to pupil learning and behaviour at all times; requiring forward thinking and the use of innovative ideas to encourage pupils to learn.
- Monitor and be responsive to pupils' personal needs and communication which will require creativity and innovation when reviewing lesson plans in light of changing circumstances.
- Communicate effectively with teachers, other professionals and parents whenever the need arises and recognising the need for high quality, clear communication.
- On the basis of the knowledge and understanding of pupils, needs and responses to learning, contribute actively to the planning and reviewing of the differentiated curriculum and individual SEND/behaviour plans by recommending changes in targets or provision to the teacher.
- Participate in the design of classroom and school displays relevant to taught areas or subjects.

5. DECISIONS – Discretion and Consequences

- Recognise when it is necessary to implement agreed de-escalation strategies to minimise risk of pupils' behaviour becoming disruptive or dangerous.
- Take action to meet pupils' needs as they arise to avoid undue physical or mental stress.
- Communicate information effectively to teachers, other professionals and parents whenever the need arises.
- Recognise and take action when necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Respond to on-the-spot incidents requiring immediate attention/decisions on/off school premises and/or without direct contact with a senior member of staff.

6. WORK ENVIRONMENT – Work demands

- Need to implement activities in lessons as planned also working to other deadlines e.g. marking books, assessments etc. Also need to implement actions in relation to specialist area of expertise as required. Work may be subject to some change and

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interruption e.g. unplanned absences of staff and children, unexpected visits by parents and professionals and also when supervisory duties are called for.

Physical demands

· Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running e.g. PE lessons, when meeting pupils' personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.

7. KNOWLEDGE & SKILLS

- Knowledge of relevant training strategies e.g. Literacy, Numeracy, etc.
- Excellent communication skills
- Excellent interpersonal skills
- Time management and organisational skills
- Excellent Literacy and Numeracy skills equivalent to NVQ Level 2 in English and Maths
- Ability to organise, lead and motivate
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Effective use of ICT to produce appropriate resources to support learning
- In-depth knowledge of national curriculum in specialist areas
- Knowledge of normal child development and children's personal development needs
- Knowledge of strategies which promote good behaviour and discipline
- Knowledge of developmental progression in the emotional curriculum
- Experience of working in multi-disciplinary teams
- Ongoing commitment to go the 'extra mile' for Blue Coat's pupils and stakeholders

LINE MANAGEMENT the Higher Level Teaching Assistant for PPA position is line managed by the school's SENDCo. Performance within the role will be evaluated by the SENDCo and/or the Headteacher, as appropriate.

- June 2022

This Job Description is subject to regular, ongoing review by the Headteacher. When reviewed, it will be universally communicated and shared with all staff.
