



Shaw
Education
Trust



Careers
at Shaw Education Trust



Job Title:	Higher Level Teaching Assistant (Including Medical Support)
Grade:	7
SCP:	SCP 24 – SCP 28
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

The post holder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities. This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and take some classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment. The post-holder will be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher to the class or group. H/she will operate with a high level of delegated authority under an agreed system of supervision.

Key Responsibilities

Main Duties

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Develop and implement pupil's Individual
- Education/Behaviour/Support/Mentoring Plans and review progress.
- Organise and manage appropriate learning environment and resources.
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake more complex marking of planned work.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the school's discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment.
- Co-ordinate and organise pupils attending extracurricular activities/work experience or other out of school activities (where appropriate).
- Invigilate exams/tests within the school environment.
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs with the support of a qualified Teacher.
- Contribute to curriculum planning, evaluation and implementation.
- Use ICT effectively to support learning activities.
- Contribute to the development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils with appropriate support.

To support the medical needs of the pupils, this may include:

- Under the direction of a named specialist, administer controlled medication.
- Maintain the MAR/Charts and controlled drugs registers.
- Responsible for logging in and out of school medication.
- Implement the school medication policy when administering and storing the medication.
Report any concerns to a named specialist
- Be willing to undertake training in order to be able to support students with Diabetes and students who require enteral feeding

Professional Accountabilities (this list is not exhaustive and should reflect the ethos of the school)
The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school's objectives through:

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Meet HLTA standards or equivalent qualification and experience.
- Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent.
- NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification).

Experience / Knowledge / Skills

- Full working knowledge of relevant policies/codes of practice including school performance management policies.
- Three years' experience of working to support children's learning, gained in a relevant environment.
- A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery.
- In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.
- Understanding of principles of child development and learning processes.
- Ability to plan effective actions for pupils at risk of underachieving.
- Have experience of, or demonstrate the ability to manage a team, including the monitoring, evaluation and prioritisation of others' work.
- Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff. Effective use of ICT to support learning.
- Use of other equipment technology – e.g. photocopier.
- Well-developed interpersonal skills to be able to relate well to a wide range of people.
- Excellent communication skills

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
Motivate and inspire		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.
Reflection		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.
Secure accountability by giving tools to succeed by...		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

JC 29.11.2023

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.