



Job Title: Higher Level Teaching Assistant
Grade: SO1 SCP 23-25
Reporting to: SEND Admin Manager

Job Purpose:

To complement the professional work of teachers by taking responsibility for agreed learning activities. This will involve planning, preparing and delivering learning intervention for individuals and/or groups and assessing, recording and reporting on pupils' achievement, progress and development. The Higher Level Teaching Assistant will be responsible for the management and development of a specialist area within the academy and/or management of other Teaching Assistants including monitoring of record keeping, appraisal and training.

Responsibilities and Accountabilities:

- To plan and deliver intervention activities for individuals/groups that support them to make progress.
- To develop and maintain positive relationships with parents and carers and be an ambassador for the school.

Support for Pupils:

- 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.
- Develop and implement Individual Education Plans and provisions.
- Promote the inclusion and acceptance of all pupils within the classroom.
- 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 achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement within interventions.
- Engage in wider school activities and events.

Support for the Student:

- Organise and manage appropriate learning environment and resources.
 - Within an agreed system of supervision, plan to challenge teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
 - Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
 - 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.
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- Supporting 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 tests within intervention sessions.
- Produce lesson plans, worksheet, plans etc. as necessary.

Support for the Curriculum:

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies, e.g., literacy, numeracy 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' interest and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the Academy:

- 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 person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 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 own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Line Management Responsibilities (where appropriate):

- Manage other Teaching Assistants.
- Liaise between SENDCo, SEND Admin Manager and Teaching Assistants.
- Hold regular team meetings with managed staff.
- Represent Teaching Assistants at teaching staff/management/other appropriate meetings.
- Undertake induction/appraisal/training/mentoring for other Teaching Assistants.

Other duties commensurate with the grade of the post as directed by the Principal.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.

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- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six-month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	
Higher Level Teaching Assistant status or working towards this (Level 4)	E
Level 2 Numeracy/ Literacy (or willingness to work towards)	E
Training in relevant learning strategies e.g. literacy	E
Knowledge and Skills	
Full working knowledge of relevant policies/codes of practice/legislation	E
Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/strategies	E
Constantly improve own practice/ knowledge through self-evaluation and learning from others	E
Good understanding of child development and learning processes.	E
Understanding of statutory frameworks relating to teaching.	E
Appropriate knowledge in First Aid.	E
Effectively use ICT to support learning.	E
Ability to organise, lead and motivate a team.	E
Ability to relate well to children and adults.	E
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	E
Knowledge and skills to support children with speech, language and communication needs.	D
Subject specialism(s)	D
Experience	
Previous experience of working with children of the relevant age range in a learning context.	E
Experience of working in mainstream secondary setting.	D
Continuous Professional Development	
Evidence of commitment to Continuing Professional Development	E
Other Conditions	
Enhanced DBS Clearance	E

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