

Cottingham CofE Primary School – Job Description/Person Spec

POST TITLE:	HLTA SCP 8-12
RESPONSIBLE TO:	Headteacher, SLT, Class Teacher
LIASON WITH:	Head Teacher, SLT, Class teacher, Support staff

Cottingham CofE Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment. All staff are required to support the Headteacher in creating, inspiring and embodying the Christian ethos and Culture of this Church school, securing its Mission Statement with all members of the school community and ensuring an environment in which a child can flourish socially, morally, spiritually and culturally.

Paragraphs 1 to 8 below are a Teaching Assistant Level 3 Responsibilities. In addition to the duties and responsibilities of a Level 3 Teaching Assistant you are, as a Higher Level Teaching Assistant, required to undertake and perform additional roles as required.

Level 3	<p>Responsible for working across a varied range of responsibilities. The post holder will play an important role in supervising the activities of pupils during the teaching period and breaks within the school, including both indoors and outdoor areas, ensuring a safe environment is maintained at all times.</p> <p>To assist the Headteacher/SENCO/Class teacher to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.</p> <p>There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disabilities, learning difficulties or behavioural problems.</p>
Level 4 (In addition to responsibilities of Level 3)	<p>To work under the instruction and guidance of teaching staff, to implement agreed programmes of work with individuals/groups, in or out of the classroom.</p> <p>To undertake short-term cover in the absence of the teacher and to cover for planned PPA time.</p> <p>To provide timely assessment and feedback to children and class teacher through marking and accurate recording of achievements and progress according to school policies.</p>

Experience	<p>Working with or caring for children of relevant age in an educational setting is essential.</p> <p>Experience and confidence of teaching whole class (KS1/KS2).</p>
Qualifications/Training	<p>Relevant qualifications in English/literacy.</p> <p><i>It would be desirable to have QTS.</i></p> <p>A qualification for NVQ 3/ BTEC in Learning Support or occupational national standard for teaching assistants.</p> <p>Training in the relevant learning strategies e.g. literacy, maths, safeguarding.</p> <p>It would be desirable to hold First aid training as appropriate.</p>

<p>Knowledge/Skills</p>	<p>Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.</p> <p>Up to date knowledge of the Foundation and National Curriculum and School's procedures and policies.</p> <p>Knowledge of pupils' individual targets and, where appropriate, may require more specialised knowledge in specific curriculum areas.</p> <p>Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.</p> <p>A willingness to attend courses as required enhancing the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers relevant to the post i.e. Manual Handling, Toileting, Tube-feeding, IEP training, Hoist training, Safeguarding etc</p> <p>Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.</p> <p>Knowledge of legislation and regulations applicable to the support and care of pupils</p>
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<p>1. Support for Pupils</p>	<p>Motivate and encourage pupils to concentrate on and fulfil the tasks set.</p> <p>Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.</p> <p>Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.</p> <p>Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, and Science and ICT skills.</p> <p>Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.</p> <p>To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.</p> <p>To undertake first aid duties and break/lunch duties as required</p>
<p>2. Support for Teachers</p>	<p>To support and lead the teaching and learning processes.</p> <p>To assist the SENCO in developing, implementing and managing individual/group pupil learning strategies aimed at the management of pupil behaviour establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities</p> <p>Inclusivity of pupils with identified SEN needs Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. Ensure that support is given to them at an appropriate level.</p> <p>Teaching support is delivered individually and in groups through a range of tasks, mainly: supporting and directing literacy and numeracy tasks, clarifying and explaining instructions</p> <p>Focus support in areas needing improvement both academic and social.</p>

	To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning
3. Support for the Curriculum	<p>Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses</p> <p>Undertake programmes linked to local and national learning strategies eg literacy, numeracy, early years recording achievement and progress and feeding back to the teacher</p> <p>Support the use of ICT in learning activities and develop pupils' competence and independence in its use</p> <p>Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.</p> <p>Assist in the development, monitoring and evaluation of programmes of work</p>

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities that are commensurate with the level of the post.

CARE – BUILD – FOLLOW - THINK