

Job description: Higher Level Teaching Assistant

Job details

Job title: Cover Supervisor/Higher level teaching assistant (HLTA)

Salary Range: Grade E point 15 – 20 £23,953 - £26,446 (this will be pro-rata)

Hours: 35 hours per week starting at 8.15am daily

Contract type: Term Time Only (39 weeks), Permanent

Reporting to: Head Teacher

Main purpose

The Cover Supervisor/HLTA will:

- Provide short to medium term cover for staff absence at Courtlands School, both Teaching Assistant and Teacher.
- Complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.
- Be directed by the school leadership, at short notice, to cover across the Primary age range from Foundation to Year 6.
- Work with class teachers to raise the learning and attainment of pupils
- Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Duties and responsibilities

Teaching and learning

- To cover and lead class teaching as and when directed to do so by senior leaders
- Direct the work, where relevant, of other adults in supporting learning
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour regulation strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance by marking work and providing constructive feedback to the pupil and class teacher.
- Be responsible for keeping and updating records and for the marking of pupils' work and recording achievement/progress
- Undertake any other relevant duties given by the class teacher

Planning

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Demands

There will be some emotional stress experienced through exposure to pupils who's behaviour challenges and difficult child protection/welfare issues which may cause the child to become dysregulated.

Some lifting, stretching and physical effort required for the preparation of the classroom for lessons and clearing away afterwards. Post holder will periodically be required to assist with the display of pupils' work which may involve considerable physical effort.

The post holder will be required to concentrate all day.

Working Conditions

Post holder will be exposed to pupils exhibiting challenging behaviour communication.

Post holder mainly operates within classroom based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising pupils/students outside at lunchtime and during off-site activities and school trips. There may be the need to deal with bodily fluids when providing personal care to pupils.

Other areas of responsibility

- This will be confirmed during the appointment process and will depend on the skills and competencies of the individual candidate and the needs of the school as they develop.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person

specification

CRITERIA	QUALITIES You may wish to classify these as “essential” or “desirable” depending on your expectations for the role
Qualifications and experience	<p>Essential:</p> <ul style="list-style-type: none"> ➤ Level 3 or 4 Certificate in Supporting Teaching and Learning in Schools, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) ➤ Level 4 Diploma in Childcare and Education (or willingness to work towards a qualification if not already held) ➤ GCSEs at grades 9 to 4 (A* to C) including English and maths ➤ Successful experience of working with primary aged children who have Special Educational Needs and Disabilities, who also exhibit behaviours which challenge. ➤ Training in relevant SEND learning strategies e.g. Precision Instruction, TEEACH, ELKLAN, PACE, Trauma Informed Practice etc. ➤ Knowledge of relevant SEND policies/codes of practice/legislation ➤ Knowledge and experience of EYFS and Primary age curriculum i ➤ Understanding of child development and learning processes applicable to SEND pupils ➤ Understanding of statutory frameworks relating to teaching SEND pupils ➤ Experience of planning and leading teaching and learning activities (under supervision) <p>Desirable:</p> <ul style="list-style-type: none"> ➤ Diploma in Trauma Informed Practice. ➤ Degree in a relevant subject such as child development, early childhood studies or education ➤ Experience and understanding of crisis prevention de-escalation techniques

Skills and knowledge	<ul style="list-style-type: none"> ➤ Good literacy and numeracy skills ➤ Good organisational skills ➤ Ability to build effective working relationships with pupils and adults ➤ Skills and expertise in understanding the needs of all pupils ➤ Knowledge of how to help adapt and deliver support to meet individual needs ➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ➤ Excellent verbal communication skills ➤ Active listening skills ➤ The ability to remain calm in stressful situations ➤ Knowledge of guidance and requirements around safeguarding children ➤ Good ICT skills, particularly using ICT to support learning ➤ Understanding of roles and responsibilities within the classroom and whole school context ➤ Understanding of effective teaching methods ➤ Knowledge of how to successfully lead learning activities for a group or class of children ➤ Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support ➤ Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice
Personal qualities	<ul style="list-style-type: none"> ➤ Enjoyment of working with children ➤ Sensitivity and understanding, to help build good relationships with pupils ➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding pupil's wellbeing and equality