

Grading

Job Description and Employee Specification

<u>Job title:</u> Teaching Assistant (HLTA)	<u>Service area:</u> Education, Learning & Achievement
<u>Post number:</u>	<u>Division:</u> Schools
<u>Grade:</u> 8	<u>Section/team:</u> Riverview Family of Schools – Headway
<u>Overall purpose of job:</u>	
<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. To plan, prepare and deliver learning activities for individuals/groups or short term for whole classes and monitor, assess, record and report on pupils achievement, progress and development.</p> <p>To be responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work as well as appraisal and training.</p>	
<p>Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>	
<u>Main responsibilities:</u>	
<ol style="list-style-type: none"> 1. To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning responding to individual needs. 2. To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. To provide objective feedback and reports as required on pupil achievement, progress and other related matters, ensuring the availability of the appropriate evidence. 3. To take a lead role in the provision of support for pupils with a specialism including the challenge and motivation of pupils by promoting and reinforcing self-esteem. 4. To establish productive working relationships with pupils, parents, teachers and other professionals thus encouraging interaction and co-operation. 5. To organise and manage appropriate learning environments and resources for all pupils including the planning of challenging teaching and learning objectives to evaluate and adjust lessons/work-plans under an agreed system of supervision. 6. To deliver learning activities to pupils within agreed systems of supervisions, adjusting activities according to pupil responses/needs including local and national learning strategies (e.g. literacy, numeracy, KS3, early years etc), making effective use of opportunities provided by other learning activities to support the development of pupils' skills. 7. To deploy and use specialist aids/resources/equipment as appropriate. 8. To use ICT effectively to support learning activities, taking account of pupils' competence and independence in its use. 9. To administer and assess/mark tests and invigilate exams/tests as appropriate. 10. To work within an established discipline policy to anticipate and manage behaviour constructively promoting self control and independence including the management of 	

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- pupils excluded from, or otherwise not working to a normal timetable.
11. To develop and implement IEP's under an agreed system of supervision.
 12. To promote the inclusion and acceptance of all pupils within the classroom, promote independence and employ strategies to recognise/ reward achievement of self-reliance.
 13. To be aware of and support difference ensuring that all pupils have equal access to opportunities to learn and develop.
 14. To attend to pupils' personal needs and provide advice to assist their social health/ hygiene development.
 15. To comply with and assist in the development of policies and procedures (e.g. child protection, health, safety and security, confidentiality, data protection etc) reporting concerns to appropriate staff.
 16. To take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent, including liaison with feeder schools/other relevant bodies to ease the transfer of pupil information.
 17. To manage record keeping systems and processes.
 18. To take a lead role in the development and implementation of appropriate behaviour management strategies.
 19. To take a lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
 20. To provide administrative support (e.g. dealing with correspondence, compilation, analysis, reporting on attendance, exclusion etc).

Knowledge, skills and experience:

- Experience of working in a relevant discipline in a learning environment
- HLTA National Standards
- Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths
- Training in relevant learning strategies e.g. literacy, numeracy, KS3 etc
- Effective use of ICT to support learning
- Use of specialist equipment/resources
- Full working knowledge of relevant policies/codes of practice/legislation
- Working knowledge of national curriculum in specialist area, according to particulars of the post
- Ability to organise, lead and motivate a team
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Relevant knowledge of first aid
- Leadership skills
- Communication skills, including knowledge of visual communication systems
- Time management and organisational skills
- Knowledge of child development and children's personal development needs
- Knowledge of the implications of common disabilities in children for teaching and learning at school and for families of pupils
- Knowledge of strategies which promote good behaviour and discipline
- Ability to participate fully in planned physical interventions, in pupils' personal care routines and in moving and handling pupils with physical disabilities safely, following recognised procedures

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Creativity and innovation:

- Supervision of the teaching assistant team will required problem solving skills and the skills involved in appraising staff development needs for the individuals.
- There will also be a requirement to be regularly forward thinking, with fresh new ideas for ways of encouraging pupils to learn in consultation with teaching staff.
- There will be a need for creativity and innovation when reviewing lesson plans in light of changing circumstances.

Contacts and relationships:

Supervisory staff on a daily basis to allocate and monitor workload and share any concerns and problems regarding personnel issues.

Pupils on a daily basis to teach and interact.

Teaching staff on a daily basis to discuss/plan and give and receive information on pupils and future sessions also for own development. To ascertain their requirements of the teaching assistant team.

Parents at various time to listen to concerns and give information regarding their children and their learning.

Other professionals to discuss, give and receive information on pupils behaviour.

Feeder schools to discuss the transfer of pupil data.

Decision making:

Although there will be consultation with teaching staff there will also be times when you will be on your own with pupils one to one, or in groups, and you will need to think and make instant decisions which may have an impact on the pupils and their learning.

Decisions will also need to be made around staffing issues relevant to the supervisory responsibilities of the teaching assistant team.

Responsibility for resources:

May need to collect dinner/trip/visits monies from children within the classroom and then pass to administrative staff for banking. An average of £100 per week – share responsibility.

WORK ENVIRONMENT

Work demands:

There will be plans to be completed to times set by the teaching staff who will have ultimate responsibility for ensuring these are completed. Marking papers will need to be completed to a timetable. Interruption will be inevitable when pupils become disruptive or ill and need to be taken away from the main class.

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The post holder could also be interrupted when supervisory duties are called for.

Physical demands:

There will be times when the post holder will be bending and lifting equipment and sitting in awkward positions e.g. on the floor or on small chairs with the children.

There will be times when the postholder may have to become involved in physical handling/lifting of pupils.

Working conditions:

Normally in a well-lit and ventilated building however there will be times when the post holder may be expected to be involved in outdoor lessons, play and visits and trips.

Work context:

There may be a risk of abuse from irate parents and children with behavioural problems and from bodily fluids when children are ill.

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Position in organisation:

Indicate how many staff the post is directly accountable for:

Are posts in more than one location? Yes No

Is this at the same site? Are the posts managed highly mobile?

Is the supervision/management shared with another post in the structure?

Yes No

Please indicate which post(s)

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.

Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none"> • Experience of working in a relevant discipline/learning environment • Excellent ICT Skills • National Curriculum • Communication skills • Working knowledge of policy and procedure • Excellent numeracy/literacy skills • Ability to relate well with adults and children 	
Education, Training and Qualifications	Original documents
<ul style="list-style-type: none"> • HLTA Qualification or willingness to complete the qualification within 12month of being successful at interview • Team Teach or willingness to complete the qualification 	
Working Arrangements	Interview
<ul style="list-style-type: none"> • 	

DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
<ul style="list-style-type: none"> • Experience of working in an alternative provision with challenging pupils • Knowledge of strategies which promote good behaviour and discipline • Line management experience • Ability to lead, manage and motivate a team • Leadership skills 	
Education, Training and Qualifications	Original documents
<ul style="list-style-type: none"> • 	
Working Arrangements	Interview
<ul style="list-style-type: none"> • 	

THE POST IS SUBJECT TO:

Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974

Yes

No

Political restriction

Yes

No

The ability to speak fluent English under the Immigration Act 2016

Yes

No

- Version Control

Author

HR Policy Team

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