



FULBOURN PRIMARY SCHOOL

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

JOB DESCRIPTION & PERSON SPECIFICATION

Job Title:	Higher Level Teaching Assistant Temporary contract 1 year to August 2024 with possibility of extension
School/Service:	Primary
Reports to:	SENCO
Grade:	Level 4
Location:	Fulbourn Primary School
Hours:	8.30 – 3.30 Monday - Friday (30 minute lunch break)

Job Purpose:

To complement the professional work of teachers by taking responsibility for delivering agreed learning activities under an agreed system of supervision. This may involve routine planning, preparing and delivering learning activities for individuals/groups or for whole classes for specific periods of time, and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

To be responsible for contributing to the planning and delivery of programmes for a specialist area within the school – e.g. Early Years, outdoor learning

Main Responsibilities

Support for the Teacher

- Organise and supervise appropriate learning environment and resources, including outside.
- Within an agreed system of supervision, plan challenging teaching and learning objectives
- Evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of pre-determined assessment and monitoring strategies against given 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 the school's restorative trauma-informed behaviour policy in line with the Cambridgeshire STEPS programme.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Production of lesson plans, resources, plans etc. for agreed activities and lessons

Support for the Curriculum

- Deliver pre-determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning programmes and interventions e.g. Nuffield Language, Letters and Sounds, FirstClass@Number - with appropriate training
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to implement learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

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 ADPRs
- 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 support metacognition and self-regulation
- Provide feedback to pupils in relation to progress and achievement

Support for the School

- Comply with and assist with the implementation 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
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Undertake planned supervision of pupils' at lunchtime and playtimes

PERSON SPECIFICATION

Key Skill Requirements:

Experience	Essential	Desirable
Experience of working with Early Years and Reception children in a mainstream school learning environment		x
Experience working in more than one key stage – EYFS/KS1/KS2	x	
Experience of working with children with special education needs	x	
Experience of teaching / covering full classes		
Experience running intervention groups e.g. first@number	x	

Qualifications	Essential	Desirable
Higher Level Teaching Assistant standards qualification or equivalent qualification	x	
Excellent Numeracy/Literacy skills – GCSE English/GCSE Maths Grade C or equivalent	x	
Specialist skills/training in research-based interventions e.g. success@arithmetic, Herts fluency project		x

Knowledge & Skills	Essential	Desirable
Can use ICT effectively to support learning	x	
Full working knowledge of relevant policies/codes of practice/legislation	x	
Good understanding of child development and learning processes	x	
Aware of the barriers that some children face with learning	x	
Understanding of statutory frameworks relating to teaching in EYFS and KS1/KS2	x	
Constantly improve own practice/knowledge through self-evaluation and learning from others	x	
Ability to relate well to children and adults	x	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	x	
Knowledge of assessment tools e.g. YARK, Sandwell		x
Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children	x	

Special Features:

Post holders must comply with the School's Equal Opportunities and health and safety policies and the Data Protection 1998.

Any other duties appropriate to the grade of the post, subject to any reasonable adjustments under the Disability Discrimination Act.

Post holders will be required to demonstrate the behaviours and attributes that support the school's core values.