Ashlands Primary School

Job Description

POST TITLE:	**HIGHER LEVEL TEACHING ASSISTANT**
POST REF:	**HLTAOCT2022**
GRADE:	**BAND 8 (SCP 17 -22)**

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

3. Ashlands Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.

4. Ashlands Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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PRIME OBJECTIVES OF THE POST:

To work across school supervising classes in the absence of the class teacher for any reason.

To lead PPA as directed by Senior Leadership Team.

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

Progressing pupil learning in a range of classroom settings; including working with individuals, groups of pupils or whole classes where the assigned teacher is not present (e.g. during PPA time or covering short term absence). This may involve planning, preparing and delivering learning activities as well as monitoring pupils, assessing, recording and reporting on pupil achievement, progress and development.

To take responsibility for the implementation of learning activities/work programmes under an agreed system of supervision with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, develop creative solutions and use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions both within and often outside established working practices and procedures.

- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

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- Acting as a role model, will use specialist skills and training experience to establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.

- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.

- Use own initiative and organise own workload, pay attention to detail, work to deadlines and manage conflicting priorities whilst making decisions where appropriate within established and non-established working practices.

- Will contribute to the overall ethos/work/aims of the school.

- Will support, uphold and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community.

- Will appreciate and support the role of other professionals.

- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Will teach and supervise whole classes during the absence of the teacher and may be asked to undertake the planning for this supervision within the pre-determined lesson framework; keeping all children engaged, maintain good order and to keep pupils on task.

- Will lead whole classes during PPA and may be asked to undertake the planning for this supervision within the pre-determined lesson framework; keeping all children engaged, maintain good order and to keep pupils on task.

- Will use specialist learning skills/training/experience to support pupils with SEN needs and / or challenging behaviour.

- Assist in the management of pupils in the learning environment.

- Assist the teacher in all aspects of lesson planning and planning of other learning activities, participating in all stages of the planning cycle and modify methods to meet individual/group needs; assessing, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.

- Perform allocated tasks with limited supervision using professional discretion where required.

- Will transfer work and resources back to the teacher and feed back any issues.

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- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging, ensuring all children are engaged in appropriate activities; giving support where necessary.

- Will assess and accurately record pupil achievement/progress.

- Support the teacher in establishing, planning, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.

- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.

- Will supervise and support pupils consistently at all times; recognising, responding and meeting the individual and physical needs of each child whilst ensuring their safety and education in the learning environment.

- Assess the needs of pupils and use detailed specialist skills in the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.

- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school polices and good practice.

- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those from different cultures and/or with a different first language as appropriate.

- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.

- Will develop, organise, prepare, create, safely manage and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use, clearing/storage afterwards and sourcing/suggesting new resources where needed.

- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils. Make suggestions on developing areas where required.

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- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.

- Will contribute to the planning of opportunities for students to learn outside of school contexts in line with school policies and procedures.

- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy; developing new solutions where required and contribute to a purposeful learning environment.

- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively, establishing constructive relationships and offering appropriate advice and guidance under the direction of the teacher.

- Will support the teaching staff by reporting pupil progress and achievements at parents evenings which are usually held outside school hours.
- Will be responsible for developing and maintaining manual and computerised records and contributing to the reviews of systems/records as required.

- Will provide clerical/administrative support as directed by the teacher.

- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils competence and independence in its use.

- Will participate in own performance development, identify and address any training needs/other learning activities.

- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.

- Will assist in the training and development of Teaching Assistants, students on work experience, trainees and voluntary helpers in induction, appraisal, training and mentoring as directed.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.

- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

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- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.

- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.

- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.

- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level
Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.

- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

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- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.

- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.

- Must be legally entitled to work in the UK.

Job Sharing

Job Share applicants are welcome to apply for all full-time posts unless otherwise stated in the advertisement.

Disabled Applicants

Disabled applicants for Central Services vacancies are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer Bradford Council is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

References and Police Checks

All offers of appointment will be subject to receipt of satisfactory references. Specified posts which involve substantial one to one access to children will be subject to a search of Police criminal records and appointment to these posts will be conditional upon confirmation by the Police of information provided to us by the applicant.

PERSONNEL SPECIFICATION:

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	ESSENTIAL (E) DESIRABLE (D)
EXPERIENCE:	• Experience of working in a team situation. **(E)** • Experience of with working with / planning for pupils **(E)** • Experience of with working with / planning for pupils who have SEN / additional needs / challenging behaviour **(D)** • Understanding of how children learn. **(E)** • Experience working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. **(E)** • Clerical/administrative/financial experience. **(D**) • Class lead experience **(E)** • Experience of planning and marking etc **(D)**
QUALIFICATIONS/ TRAINING:	• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. **(E)** • Level 4 certificate for HLTA or evidence of HLTA status qualification or equivalent qualification or educated to graduate level. **(E)** • Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, First Aid qualification. **(D)** • Evidence of further training/development and/or willingness to participate in further training and development. **(E)** • Team Teach trained **(D)** and willingness to undertake training if not **(E)** • Further qualifications Moving & Handling, Special Educational Needs and/or particular learning area such as sign language and bi-lingual. **(D)**
KNOWLEDGE/SKILLS:	• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs **(D)** • Problem solving skills. **(D)** • An understanding of the needs of a multicultural society. **(E)** • Knowledge and commitment to schools Equality policy. **(E)** • Ability to relate well to pupils and adults. **(E)** • Demonstrate a commitment to working with children of the relevant age. **(E)** • Demonstrate good co-operative, interpersonal & effective listening skills. **(E)** • Ability to perform all duties and tasks with reasonable adjustments where necessary. **(E)** • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. **(E)** • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. **(E)** • Will possess a full and in-depth working knowledge of the School's relevant policies/procedures/codes of practices with an outline understanding of relevant legislation **(E)** • In depth knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. **(E)** • Working knowledge of relevant learning programmes / strategies **(E)** • Excellent organisational and problem solving skills with the ability to work proactively and independently. **(E)** • Excellent communication skills. **(E)** • Positive and approachable manner **(E)** • Adaptability and willingness to work in any year group at short notice **(E)**

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	• Enhanced advisory, guiding, negotiating and persuasive skills at a developed level. **(D)** • Excellent numeracy/literacy skills **(E)** • Excellent ICT skills. **(E)** • Ability to use relevant equipment/resources. **(E)** • Ability to self-evaluate learning needs and actively seek new learning opportunities. **(E)** • Must genuinely like children and be able to cope with diverse behaviour and problems presented by youngsters in school**. (E)** • Ability to understand classroom roles and responsibilities. **(E)** • In depth knowledge and practical experience of behaviour management. **(E)** • In depth knowledge and practical experience of Health and Safety requirements. **(E)** • In depth knowledge and practical experience of child protection.**(E)** • Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience. **(E)** • Ability to remain calm under pressure; prioritising conflicting demands**. (E)** • In depth knowledge and practical experience of maintaining confidentiality in matters relating to the school, its pupils, parents and carers **(E)**

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