



<b>Job Title</b> Higher Level Teaching Assistant		<b>Thematic Area</b>	
<b>Post No.</b> ESC54	<b>Grade</b> Band E	<b>Service</b>	<b>Location</b>
<b>Responsible to</b> Head Teacher	<b>Contacts</b>	<b>Persons responsible for:</b> <i>(May be presented in the form of an organisation chart)</i> <b>Attach separate sheet</b>	
<b>Working hours</b> 37 hours per week TTO		Special conditions	
		<b>Conditions of Service</b> NJC	

**This job description is a guide to the work you will initially be required to undertake. It may be reviewed from time to time to meet changing circumstances.**

#### Job Summary

- To complement the professional 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 pupils achievement, progress and development.
- 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, appraisal and training.

#### Your current duties and responsibilities are:-

##### 1. Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil's learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and Implement IEPs as appropriate.
- 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 recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

##### 2. Support for Teachers

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined 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 an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.

Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.

Administer and assess/mark tests and invigilate exams/tests.

Production of lessons plans, work sheet, plans etc.

### 3. **Support for the Curriculum**

Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.

Deliver local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.

Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.

Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

Advise on appropriate deployment and use of specialist aid/resources/equipment.

### 4. **Support for the School**

Comply with and assist with the development of policies and procedures relating to child protection, health and 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.

Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.

Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

Deliver out of school learning activities within guidelines established by the school.

Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

### 5. **Line Management Responsibilities**

Manage other teaching assistants as instructed.

Liaise between managers/teaching staff and teaching assistants.

Hold regular team meetings with managed staff as directed.

Represent teaching assistants at teaching staff/management/other appropriate meetings.

Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

### 6. To participate in the operation of the Council's Appraisal Scheme.

7. It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.

8. Such other duties, inc. leadership responsibility (Assistant SENDCO), as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.

9. The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.

<b>Job Title</b>	Higher Level Teaching Assistant		<b>Directorate</b>	
<b>JE Reference No:</b>	ESC54	<b>Grade</b>	Band E	<b>Service</b>
<b>Completed By</b>			<b>Date of Issue</b>	

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	<b>Essential</b>	<b>N/A</b>	<b>How identified</b>
<b>1. Qualifications</b>			
What does the job require in the way of: -  Level of formal qualifications required to carry out the job. Describe these by level of attainment and by subject matter where appropriate, e.g. Degree, HNC, Professional Qualifications, GCSE's, CIPFA etc. Consider carefully whether these are absolutely necessary.	HLTA qualification or equivalent qualification and/or level of experience	<input type="checkbox"/>	Formal possession of an appropriate qualification to be verified at interview or from records.
<b>2. Experience</b>			
What does the job require in the way of: - Specific related job experience and in what type of working environment. What kind of life experience could supplement or replace this? Which is more important to the success of the job?	A minimum of 2 yrs experience of working with families with complex social needs Experience of working with Primary/Secondary children Experience of working with multi Ethnic Community Knowledge and understanding of Equal Opportunities Knowledge of Health and Safety issues Knowledge and understanding of the Children Act	<input type="checkbox"/>	Past employment activity record. Performance in related selection methods, e.g. presentation, group discussion.
<b>3. Training</b>			
What does the job require in the way of: -  Specific and/or specialist training in order to do the job, e.g. training in recruitment and selection, supervisory, management, inter-personal skills. Apprenticeship in a recognised trade. Practical training in the use of specific equipment, word processing etc.	Willing to undertake training as necessary  Commitment to own personal development	<input type="checkbox"/>	Past training history from application form and records. Selection process by <b>demonstration</b> of ability to display knowledge and skills at the interview.

<b>4. Special Knowledge</b>			
What special knowledge is required in order to perform the job properly, e.g. a knowledge of employment legislation, accounting, financial planning regulations, languages, computer systems, local area etc?	An understanding of child development and appropriate levels of childcare An awareness and understanding of the multi ethnic cultures An awareness and understanding of parental involvement in raising pupil achievement	<input type="checkbox"/>	Qualifications held and demonstration of knowledge at interview.
<b>5. Circumstances (personal)</b>			
What kind of personal circumstances are required to do the job properly? The ability to work shifts, weekends etc. The willingness and ability to travel and stay away from home. Willingness to live-in if the job requires. Ability to drive, car ownership.	Ability to work when the school is open (Term Time working) Willingness to work flexibly to meet the requirements of the post Ability and willingness to undertake occasional work outside of school hours as required work	<input type="checkbox"/>	Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.
<b>6. Disposition</b>			
How far does the job require: - Being steady, dependable, persevering, persistent, even tenacious, being difficult to distract or discourage. Getting on well with others, working readily with others, co-operating, and influencing others. Depending on oneself rather than others, relying on own resources, accepting responsibility, leadership qualities, ability to motivate others. Ability to cope with monotony, neatness, accuracy of work, attention to detail.	Able to work with parents/carers and children in supportive, non-judgemental manner To be reliable, organised, able to work effectively and innovatively. Flexible approach to working Ability to maintain accurate records To maintain confidentiality at all times Ability to work on own initiative	<input type="checkbox"/>	Performance in related selection process, e.g. exercises, group discussion, problem-solving, questions etc.
<b>7. Practical and Intellectual Skills</b>			
What practical and intellectual skills are required for performing the job effectively? Does the person need to be a practically orientated person; should they be able to make decisions, should they be able to understand information derived from complex reports? What degree of manual dexterity is needed? Does the applicant need to be mechanically minded?	Able to communicate effectively (orally and in writing) Ability to use IT technology Ability to maintain accurate records	<input type="checkbox"/>	Performance in related selection process.
<b>8. Legal Requirements</b>			
Are there any limitations or requirements imposed by statute that candidates must comply with, e.g. special qualifications, minimum age range etc.? Are there any "Genuine Occupational Qualifications" as defined in legislation which apply to this post?	Enhanced DBS Check for Regulated Activity	<input type="checkbox"/>	Application form and interview questioning and references.

The remaining sections ARE to be completed by managers AND ARE FOR THE APPLICANT'S INFORMATION only.

### 9. Background Checks

Please ✓ required check(s) referring to Section 9 of [Guidance on completing individual sections of the Personnel Specification](#)

The post is subject to the following Background Check(s) which will be undertaken, where applicable, following a conditional offer of appointment.	a) Enhanced DBS with Children's and Adults Barring List Check	<input checked="" type="checkbox"/>	Only <b>one</b> or <b>none</b> of these checks (a – f) may be applicable.
	b) Enhanced DBS with Adults Barring List Check	<input type="checkbox"/>	
	c) Enhanced DBS with Children's Barring List Check	<input type="checkbox"/>	
	d) Enhanced DBS Check	<input type="checkbox"/>	
	e) Standard DBS Check	<input type="checkbox"/>	
	f) Basic Disclosure Check	<input type="checkbox"/>	
	Police Vetting Check	<input type="checkbox"/>	This check may also be required in addition to one from (a-f) above
	No Check Required	<input type="checkbox"/>	

### 10. Politically Restricted Post

Is this post a "politically restricted post"?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
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Applicants can gain further information on Politically Restricted posts in the "Information for job applicants' booklet".

### 11. Main Physical Activities/ Requirements of the Post.

Please ✓ if activity requires to be undertaken.

The Council will make reasonable adjustments that are necessary for the successful candidate to undertake any of these activities

Lifting / manual handling / client handling	<input type="checkbox"/>	Prolonged standing or sitting	<input checked="" type="checkbox"/>
Working at heights	<input type="checkbox"/>	Prolonged working with vibrating tools / machinery	<input type="checkbox"/>
Working in confined spaces	<input type="checkbox"/>	Bending / Squatting / Kneeling	<input checked="" type="checkbox"/>
Working outdoors	<input checked="" type="checkbox"/>	Manual cleaning /domestic duties	<input type="checkbox"/>
Agricultural / gardening work	<input type="checkbox"/>	Food Handling	<input type="checkbox"/>
Work requiring respirators or masks	<input type="checkbox"/>	Rotating shift work or night work	<input type="checkbox"/>
Work requiring hearing protection	<input type="checkbox"/>	Driving Duties HGV / LGV/ Minibus / Passenger carrying	<input type="checkbox"/>
Work with skin irritants / allergens / respiratory irritants/fine particles	<input type="checkbox"/>	Any other driving duties	<input type="checkbox"/>
Significant use of computers	<input type="checkbox"/>	Using restraint	<input type="checkbox"/>
Working with children or vulnerable adults	<input checked="" type="checkbox"/>	High mental stress content	<input type="checkbox"/>
Permanent night work	<input type="checkbox"/>	Physical / sport / leisure duties	<input type="checkbox"/>
Lone working	<input type="checkbox"/>	Regular walking on uneven ground	<input type="checkbox"/>
Working with challenging behaviours	<input checked="" type="checkbox"/>		

Other main physical activities not listed above	
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## 12. Safety Critical Posts

A pre-employment/placement medical assessment with Occupational Health is required for any employee who is undertaking a safety critical post.

A safety critical post is one that is likely to be exposed to:-

- Noise (e.g. gardeners using mowers and highways road workers)
- Vibration
  - Hand/arm vibration (e.g. gardeners using blowers and/or strimmers, road workers, arborists, cleaners using buffers and countryside workers)
  - Whole body vibration (e.g. tractor drivers)
- Hazardous substances (i.e. solvents, fumes, dusts, biological agents and other substances hazardous to health) (e.g. School Design and Technology Technicians)

Also, the following posts: Fleet Drivers (where it is an essential requirement of the job to hold a valid driving licence in order to carry out the duties of the role), Trading Standards Officers, Vehicle Mechanics, School Crossing Patrol Operatives, employees working with asbestos and employees with responsibility for the health and well being of children and adults during the night require a pre-employment/placement medical.

Other Night workers (e.g. care workers and concierge staff) will be given the option to receive pre-employment/placement screening if they are offered the position

Having reviewed the criteria outlined in Section 12 is this post a "Safety Critical" post?

Yes

No

## 13. Language Requirements

Is this post covered by part 7 of the Immigration Act (2016), and therefore, the ability to speak fluent and spoken English is an essential requirement for this role? For example:

- The employee will work in a customer-facing role.
- The employee is required to speak to members of the public in English and this forms a regular and intrinsic part of the role.
- The employee requires a command of spoken English, to enable the effective performance of the role.

Yes

No

## 14. Sickness Absence and Disability

### Criteria

### How Identified

What does the job require in the way of a satisfactory sickness absence record?

This criteria has been included on this specification for the candidate's information only.

Candidates should have less than 3 absences in the last 6 months or not more than 6 days absence over the 6 months period prior to the closing date of the post. Any absences relating to a disability or any other incapacity will be viewed sympathetically and will be considered if fully explained. Due regard will be made to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

This Information will be only obtained from the successful candidate after conditional offer of employment has been made.

