*Creating Brighter Futures*

**JOB DESCRIPTION**

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| **Job Title:** | **Higher Level Teaching Assistant** | | |
| **Base:** | Iqra Academy | | |
| **Reports to:** | Director of Learning Access and Inclusion | **Grade:** | S5 NJC12-NJC18 |
| **Staff Responsibility for:** | N/A | **Salary:** | £27,711-£30,559  Actual £20,113-£22,180 |
| **Term:** | Term Time Only |
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**JOB PURPOSE**

To contribute to the development of a school that is transforming the educational standards and character enhancement of our young people with an emphasis on creating a culture that inspires personal growth, development and performance driven outcomes.

To undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

# KEY RESPONSIBILITIES AND ACCOUNTABILITIES

* 1. Support for pupils with special needs, ensuring their safety and access to learning activities.
  2. Establish constructive relationships with pupils and interact with them according to individual needs.
  3. Promote the inclusion and acceptance of all pupils.
  4. Encourage pupils to interact with others and engage in activities led by the teacher.
  5. Set challenging and demanding expectations and promote self-esteem and independence.
  6. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
  7. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
  8. Support with manual handling and hygiene requirements as required.

1. **SUPPORT FOR THE TEACHER**
   1. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work.
   2. Provide detailed and regular feedback to teachers on pupil’s achievement, progress, problems etc.
   3. Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed.
   4. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
   5. Establish constructive relationships with parents/carers.
   6. Provide clerical/admin. Support e.g. photocopying, typing, filing, money, administer coursework etc.
   7. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
   8. Assist with the planning of learning activities.
   9. Administer routine tests and invigilate exams and undertake routine marking of pupils’ work.

# SUPPORT FOR THE CURRICULUM

* 1. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
  2. Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
  3. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.
  4. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

# SUPPORT FOR THE SCHOOL

* 1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
  2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
  3. Contribute to the overall ethos/work/aims of the school.
  4. Appreciate and support the role of other professionals.
  5. Attend and participate in relevant meetings as required
  6. Participate in training and other learning activities and performance development as required.
  7. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
  8. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
  9. To support, uphold and contribute to the development of the Council’s Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

**PERSON SPECIFICATION**

|  |  |  | **Assessed by:** | |
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| **No** | **CATEGORIES** | **Essential/ Desirable** | **App**  **Form** | **Interview/Task** |
| **QUALIFICATIONS** | | | | |
|  | 5 A\*-C at GCSE including English and Maths | **E** | 🗸 |  |
|  | Level 3 Diploma in Childcare in Education (formerly known as NNEB Diploma in Nursery Nursing)  OR  NVQ level 4, Childcare in Education, City and Guilds Advanced Certificate in Learning Support | **D** | 🗸 |  |
|  | Evidence of continued personal and professional development | **E** | 🗸 |  |
| **EXPERIENCE** | | | | |
|  | At least two years’ experience working with children/young people  Experience of working with children who have a wide variety of educational needs | **E** | 🗸 | 🗸 |
|  | Understand classroom roles and responsibilities and your own position with these | **E** | 🗸 | 🗸 |
|  | Experience of working with families in statutory or voluntary agencies | **E** | 🗸 | 🗸 |
|  | Effective use of ICT packages, especially MS Office 7 or above | **E** | 🗸 | 🗸 |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
|  | Good interpersonal skills | **E** | 🗸 | 🗸 |
|  | Ability to develop and maintain effective working relationships with school staff | **E** | 🗸 | 🗸 |
|  | Ability to organise time effectively | **E** | 🗸 | 🗸 |
|  | Ability to work using own initiative | **E** | 🗸 | 🗸 |
|  | Group work skills | **E** | 🗸 | 🗸 |
|  | Experience of child protection work | D | 🗸 | 🗸 |
| **PERSONAL QUALITIES** | | | | |
|  | Experience of Special Educational | **D** | 🗸 | 🗸 |
|  | Work with an individual or a group | **E** | 🗸 | 🗸 |
|  | Reinforce teaching points during teacher input | **E** | 🗸 | 🗸 |
|  | Clear up misunderstandings and sort out misconceptions | **E** | 🗸 | 🗸 |
|  | Teach new concepts as agreed with the class teacher | **E** | 🗸 | 🗸 |
|  | Model acceptable behaviour | **E** | 🗸 | 🗸 |
|  | Provide strategies for spelling, reading, number skills; extend children’s thinking skills | **E** | 🗸 | 🗸 |
|  | Assess children’s understanding of text and reading skills; assess children’s understanding of maths concepts | **E** | 🗸 | 🗸 |
|  | Discuss with children their understanding of learning objectives | **E** | 🗸 | 🗸 |
|  | Suggest ways of developing learning |  |  |  |
|  | Encourage good social skills | **E** | 🗸 | 🗸 |
|  | Willingness to participate in further training and development  opportunities offered by the school and county, to further knowledge | **E** | 🗸 | 🗸 |
|  | Should possess proven skills and abilities to work with children with social and emotional problems and special educational needs and should be committed to pastoral care, collaborative team-work and flexible working. Commitment and ‘child-centred nurturing’ ethos is essential. Being warm, positive, reflective adaptive, patient, confident, cooperative, organised, flexible and sensitive to families from diverse backgrounds is essential. | **E** | 🗸 | 🗸 |
|  | Willingness to maintain confidentiality on all school matters | **E** |  |  |
|  | Excellent communication skills both face to face and over the  telephone. | **E** |  |  |
|  | High expectations of all pupils; respect for their social,  cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | **E** |  |  |
|  | Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our  ability to deliver better services and reduce disadvantage. | **E** |  |  |
|  | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners | **E** |  |  |
|  | To be able to respond to management instruction to ensure  tasks are completed within specified timeframes | **E** |  |  |
|  | Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning | **E** |  |  |

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| **No** | **CATEGORIES** | **Essential/**  **Desirable** | **App**  **Form** | **Interview/**  **Task** |
| 31. | Able to improve their own practice through observations, evaluations and discussion with colleagues. | **E** |  |  |
| 32. | Good health record – good timekeeping | **E** |  |  |
| 33. | Able to work in a busy school environment and relate effectively with children and adults | **E** |  |  |
| 34. | Highly organised. | **E** |  |  |
| 35. | Personal resilience, persistence and perseverance | **E** |  |  |
| 36. | Sympathetic to and supportive of the ethos of the School. | **E** |  |  |
| 37. | Highest levels of professional and personal integrity. | **E** |  |  |