

### **Job Description**

**Position: Higher Level Teaching Assistant – Level 3**

**Responsible to: The Principal**

**Grade: Grade D (Teaching Assistant Level 3)**

### **About the Cabot Learning Federation**

The Cabot Learning Federation is a diverse Multi-Academy Trust (MAT) in the South West. We are proud to serve 15,000+ pupils who all attend ten secondary academies, thirteen primary academies, an all through provision, a studio school, a discrete Post 16 provision, two alternative provision schools and three SEMH special schools.

### **Job Summary**

Complement the work of teachers by taking responsibility for developing and delivering agreed learning activities under an appropriate system of supervision. This may involve planning, preparing and delivering learning activities or being responsible for specific provision for individuals, groups and whole classes. Undertake specified work, including delivering lessons to small groups or whole classes on a regular basis within an agreed system of supervision and pre-determined framework. Play a significant role in the educational, personal and social development of designated students, advancing learning under the direction and guidance of relevant colleagues (e.g. the Principal, SENCO and class teachers.) Support students in accessing the curriculum, engaging with their learning and achieving their full potential by employing relevant strategies and techniques developed as a result of significant experience, specialist knowledge, skill and expertise. Deliver measurable impact on student attainment as well as social and emotional well-being, the benefits of which are likely to extend beyond the individual student or class in order to have a wider positive impact. Support, coach or manage other colleagues to develop their practice.

### **Primary Duties and Responsibilities**

#### **Relationships**

- Establish effective relationships with designated students both 1:1 and in groups, utilising specialist and developed skills and techniques to ensure they make progress in line with their objectives and achieve their potential.
- Work in partnership with teachers using advanced levels of knowledge and skill to ensure individual student learning needs are met, to discuss and monitor progress, to plan learning activities, to address any concerns and share strategies and good practice.
- Undertake specified work, including delivering lessons to small groups or whole classes on a regular basis within an agreed system of supervision and pre-determined framework.
- Provide targeted and focussed support and feedback to students as a result of effective monitoring and assessment techniques. Assess, record and report their achievements, progress and development.
- Effectively communicate knowledge and understanding of pupils to other professionals to facilitate informed decision making with regard to required intervention and provision.

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- Build effective ongoing relationships with parents/carers keeping them informed of students' needs, targets and progress and sustaining effective relationships with the school community. Recognise the valuable contribution of parents and carers to the development and wellbeing of students.
- Establish constructive, ongoing relationships with external practitioners assisting them with delivery of specialist support.
- Engage with SENCO and/or INCO as well as colleagues to play an active role in monitoring, evaluating, assessing and reporting on the needs of specific students and their short- and long-term learning goals. Record and report on students' achievements, progress and development.
- Adapt communication style and language to suit individual students and their specific needs, demonstrating skill and a range of techniques to enable inclusion and responsiveness to the individual.
- Work collaboratively to share information, knowledge and best practice.
- Learn from others to continuously improve practice and ensure required knowledge is up to date and relevant.
- Deal with any Child Protection disclosures or pastoral concerns sensitively and in line with Safeguarding policy and procedures.
- Support the role of parents/ carers in students' learning and contribute to meetings with parents/ carers to provide constructive feedback on student progress.

#### **People Management**

- Take responsibility for identified students, groups or whole classes, using specialist techniques and strategies to support them to achieve their targets. Act as mediator and advocate working in their best interests when in professional dialogue with others.
- Manage own workload while providing direction, coaching and/ or line management to others to ensure they carry out their work effectively.
- May be required to supervise fellow Teaching Assistants.
- May oversee the running of a particular provision, for example a Personalised Learning Centre (PLC) or similar if required.
- Promote the inclusion and acceptance of all students within the classroom.
- Assist in the resolution of student disputes in accordance with Academy policy and practice.

#### **Resource Management**

- May be responsible for a specific provision, for example overseeing a specific learning environment or the delivery of a specific course.
- Effective use of time (e.g. PPA) to carry out significant planning in order to prepare, develop and adapt bespoke, targeted and/ or specialist resources, including lesson plans, individual educational plans and study materials that ensure the advancement of learning when used in intervention groups and lessons.
- Highlight and recommend resources that could be utilised to support specific students.
- Active role in development of policies and procedures.
- Ensure learning resources, IT and disability aids are available and operational as required to support full inclusion.
- May be required to regularly supervise specific classes as directed, covering whole classes and/or small groups during the PPA of the timetabled class teacher. Ensure students carry out the curriculum tasks set by the teacher, assist them to understand the nature of the work set, manage student behaviour and minimise the impact of the teacher's absence on their learning.

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- Ensure all written and electronic records and reports are accurate, comprehensive and timely.
- Analyse learning records to ensure effective assessment, modification of approaches and ultimately to contribute to students' progress and to advance learning.
- Use specialist knowledge and techniques to play an active role in effective assessment, supporting the monitoring, recording and reporting of student performance and progress.
- Effective use of developed positive behaviour management techniques and strategies, with support where required. Skilled in assisting students with behavioural difficulties.
- Manage any budgetary responsibilities effectively.
- Invigilate exams and tests as required.

#### **Decision Making**

- Liaise with teachers to support them in delivering lessons as well as carrying out learning activities/ covering lessons and making certain decisions independently, albeit under the overarching direction of the teacher.
- Taking account of learning needs for specific students, decide on appropriate strategies and ensure differentiation to allow individuals to fully access the lesson.
- Proactive and independent planning, monitoring, assessing and modifying appropriate learning activities in order to advance learning and achieve the best outcomes for students.
- Contribute to the identification and selection of students for specific interventions such as social skills or literacy and numeracy sessions.
- Seek guidance and support from colleagues as required.
- Understand when it is necessary to raise concerns, and ensure this is done in line with relevant policy and procedure.
- Adapt approach to respond appropriately to situations that arise.

#### **Work Demands**

- Be flexible to meet the needs of students, able to multi-task and adapt to situations as they arise
- Ability to be patient, show empathy and remain calm under pressure.
- Undertake other appropriate tasks such as first aid duties as required.
- Adopt a range of developed techniques and strategies, gained through experience to promote positive pupil behaviour and deal promptly and effectively with conflict and incidents in line with Academy policy. Encourage pupils to take responsibility for their own behaviour.

#### **Physical Demands**

- Manual handling may be required (relevant training will be provided if necessary). Positive handling may be required but only in situations where safety is at risk and should be managed in line with relevant guidelines.
- Contribute to organising physical teaching space and resources to maintain a safe, stimulating environment.
- Assist in practical lessons e.g. PE, Drama and DT as required.
  
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- Administer medications where appropriate in accordance with Academy policy and assist students with personal care requirements such as toileting.
- Escort and supervise students on educational and out of school activities.

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### Working Conditions

- Work will be academy based but will include accompanying students on visits and may include attending meetings at other sites as well as with external agencies. May be required to carry out various duties at other academy sites.
- Effectively manage some challenging situations which can require conflict resolution and working within an emotive environment.

### Accountability

You are accountable to, and will report to the Principal as appropriate. You are expected to set the highest personal standards of performance for yourself, and with the support of your line manager, you are responsible for ensuring your own learning and development by way of work-based and /or other methods of study. Success will be measured through: Performance achievement of individual targets within the annual Appraisal process.

### General notes

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and individually take responsibility for doing so. Your role will play a significant part in the monitoring of highlighted students as part of the safeguarding process. An enhanced DBS disclosure is required by all staff. This role involves working with children on a daily basis and is therefore in regulated activity. Details of our Child Protection & Safeguarding Policy can be found here > <https://clf.uk/governance/policies/>

### General Expectations

#### Behaviour Expectations

- Maintain **High expectations** in all we do, ambitious for ourselves, our communities, and our environment.
- Create **Equity** of opportunity, promoting inclusion, removing disadvantage and rejecting discrimination.
- Champion the success and life chances of **All children**.
- Furnish pupils and staff with the **Resilience** to succeed as lifelong learners.
- Harness our **Togetherness** to achieve more, collaborating proactively in the seamless unity.

#### Expectations of Jobholder

- Be aware of and comply with CLF policies as set out in the CLF Employment Manual as well as individual academy policies and procedures.
- Be committed to safeguarding and promoting the welfare of children and young people.
- Ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- Demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
  
- Comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- Commit to professional self-development, such as through participation in inset training and professional services network as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post.



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NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

**Signed:**

**Name:**

**Date:**