

## JOB DESCRIPTION

**TITLE:** Teaching Assistant (4) Higher Level Teaching Assistant - Literacy

**SCHOOL:**

**RESPONSIBLE TO:** Headteacher/Manager/SENCO

**GRADE:** L6

**PURPOSE OF POST:** To organise, develop and manage Teaching Assistants in the support of class teachers in all aspects of teaching and learning.

**ORGANISATION CHART:** Headteacher / Team Leader For Literacy  
|  
Higher Level Teaching Assistant

PRINCIPAL RESPONSIBILITIES:	<u>%</u>
1 To be an expert in literacy and reading by keeping up to date with training and developments nationally and locally. Lead, supervise and co-ordinate individuals or teams of teaching assistants to deliver literacy interventions. Manage, develop and communicate with the teaching assistants' team. Take a lead responsibility for training this team. Maintain school standards and address any performance issues in the first instance.	15
2 Be responsible for the planning, delivery, monitoring and reporting of teaching and learning for the literacy classes and/or individual pupils/small groups on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting. Under the direction of the Literacy Team Lead, following agreed lesson plans, support the teaching and learning of individuals or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with class teachers to support the achievement of literacy reading targets and in other specific curriculum areas, if and when required. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.	55
3 Co-ordinate the monitoring, recording and assessment of pupil progress, arranging and contributing to specialist assessments as required. Ensure there are detailed and reliable records of individuals' and group progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.	15
4 Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.	5
5 Co-ordinate, initiate and develop liaison with parents providing accurate information (attending parents evening and other relevant school events),	5

ensuring effective communication throughout. Coach and train others in these strategies.

- 6 As required, lead specific aspects of teaching, learning and personal development, for example projects or activities. 5

## **DIMENSIONS:**

**Supervisory Management:** 1 – 8 Teaching Assistants

**Financial Resources:** N/A

**Physical Resources:** Classroom materials, equipment and resources

**Other:**

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. S/he should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

**Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

**This post is classified 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006. You must register with the Independent Safeguarding Authority, and have your registered status confirmed by Luton Borough Council, in order to undertake this post.**

**Physical Effort:** The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided.

**Working Environment:** There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell.

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Experience of planning, monitoring and assessment of pupils' progress in an education setting.	1,2		
	Demonstrable experience of working with people with a range of special needs.	1,2		
	Experience of working in a school environment is essential for this post.	1,2		
<b>Skills/Abilities</b>	Able to lead and manage a team of teaching assistants.	1,2		
	Able to train, develop, inform and motivate others.	1,2		
	Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework.	1,2		
	Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc.	1,2		
	Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions.	1,2,5		
		1,2,5		
	Able to support learning in literacy at relevant Key Stage (1,2,3).			
	Able to use information technology skills for word processing, databases and spread sheets.	1,2,5		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5		
<b>Competencies</b>	Able to form appropriate relationships with young people.	1,2		
	Emotional resilience with working with challenging behaviours.	1,2		
	Able to demonstrate appropriate motivation to work with young people.	1,2		
	Appropriate attitudes to use of authority and maintaining discipline.	1,2		
<b>Equality Issues</b>	Able to recognise and act upon common forms of discrimination.	1,2		
	Able to understand the issues for pupils' education in an urban, multi-cultural context and build this into service delivery processes.	1,2		

<b>Specialist Knowledge</b>	In-depth knowledge of how pupils learn. Demonstrable knowledge of curriculum requirements.  Some knowledge of policies and procedures in areas such as child protection, behaviour management.	1,2 1,2,5  1,2,5	Knowledge and experience of leading and delivering synthetic phonics, reading, writing and literacy interventions. Supporting students to develop knowledge and application. Awareness of content domains	1, 2,5
<b>Education and Training</b>	Able to commit to continuous professional development. Level 2 qualifications in english and maths 4,	1,2,4 1,2  4	HLTA status. Level 3 qualification in relevant subject  Part-Qualified teacher or relevant qualification.	1,2,4
<b>Other Requirements</b>	Must be registered/eligible for DBS registration	1,2		

**(1 = Application Form   2 = Interview   3 = Test   4 = Proof of Qualification   5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure Barring Service.

CVs will not be accepted for any posts based in schools