

Role Profile					
Job Title	Higher Level Teaching Assistant	Job No. (Office Use)		Grade	Grade E
Location	Morice Town Primary Academy	Shift Pattern		Term Time, 27.5 hours a week	
CRB check required	Enhanced DBS check required				
Job Purpose	To complement the 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 pupil’s achievement, progress and development.				
Decision Making	The job involves working within recognised procedures, which leave some room for initiative. The work may involve responding independently to unexpected problems and situations. The post holder generally has access to a supervisor or manager for advice and guidance on unusual or difficult problems.				

<b>Accountabilities</b>	<ul style="list-style-type: none"> <li>• Supervise a team of meal time assistants and breakfast club assistants including the allocation and monitoring of work, carrying out appraisals and training and disseminating information– where requested</li> <li>• Assess the educational and emotional needs of pupils and use knowledge and skills to support pupils' learning</li> <li>• Plan teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate</li> <li>• Deliver local and national learning strategies e.g. literacy, numeracy, early years and make use of opportunities provided by other learning activities to support the development of pupils' skills</li> <li>• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities</li> <li>• Responsible for keeping and updating records and for the marking of pupils' work and recording achievement/progress</li> <li>• Represents teaching assistants at teaching staff/management /other appropriate meetings – where requested</li> <li>• Undertake other duties appropriate to the grade of the post</li> </ul>
<b>Demands</b>	<p>Some lifting, stretching and physical effort required for the preparation of the learning/therapeutic environment for activities and clearing away afterwards. Post holder will periodically be required to assist with the display of pupils' work which may involve considerable physical effort.</p> <p>There may be occasional emotional stress experienced through exposure to difficult child protection/welfare issues which may cause the child to become angry or upset. Post holder may encounter some degree of challenging behaviour as a result.</p>
<b>Working Conditions</b>	<p>Post holder mainly operates within classroom-based conditions and there is regular background noise. There may be some exposure to environmental conditions when supervising pupils/students outside at lunchtime and during off-site activities and school trips. There may be the need to deal with bodily fluids when providing personal care to pupils (training for this will be provided if required)</p> <p>Post holder will be subject to occasional exposure to pupils exhibiting difficult and challenging behaviour and who are angry or upset.</p>

Experience, Knowledge and Qualifications	<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Higher Level Teaching Assistant standard or equivalent qualification or experience</li> <li>• Numeracy/Literacy skills equivalent to NVQ Level 2 in English and Mathematics</li> <li>• Training in relevant learning strategies e.g. approaches to teaching literacy (including phonics) and maths</li> <li>• Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT and the willingness to be trained to Diploma Level in the Trauma Informed Schools approach (funding and release time provided)</li> <li>• Knowledge of relevant policies/codes of practice/legislation</li> <li>• Knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>• Understanding of child development and learning processes</li> <li>• Understanding of the SEND Code of Practice or experience of working with a variety of SEND needs</li> <li>• Understanding of statutory frameworks relating to teaching at a level appropriate to the HLTA grade</li> </ul>
Skills and Technical Competencies	<ul style="list-style-type: none"> <li>• Post holder will be required to solve varied problems arising from staff issues and from problems relating to classroom and group management and the care and control of pupils</li> <li>• Developed training skills required for supporting the pupils in the classroom and effective written and oral communication skills for liaising with the pupils, other staff, parents and outside agencies and professionals</li> <li>• Keyboarding skills required to support the use of ICT in learning activities. Post holder may be required to use specialist equipment/resources and aids to support individual students</li> <li>• Ability to independently use on line tracking tools to regularly assess and report progress</li> </ul>
Corporate Standards	<ul style="list-style-type: none"> <li>• Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Trust's constitution and its policies and procedures.</li> <li>• Work within the requirements of the Trust's Health and Safety policy, performance standards, safe systems of work and procedures.</li> <li>• Undertake all duties with due regard to the Trust equalities policy and relevant legislation.</li> </ul>