



JOB DESCRIPTION

JOB TITLE: Higher Level Teaching Assistant

GRADE: Grade 6 (SCP 23 – 27) - £32,076 - £35,745 (pro rata to hours worked)

JOB PURPOSE:

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 supervision of other teaching assistants including allocation and monitoring of work, mentoring and training.

To deliver PPA across all year groups in the academy on a regular basis.

KEY TASKS – Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Promote inclusion and acceptance of all pupils and encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
3. To assess, assist and support pupils, including those with special needs, to access a range of learning activities, through specialist skills, in-depth knowledge of the Early Years Framework and National Curriculum and theoretical knowledge of how pupils learn.
4. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school.
5. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
6. Develop and implement Individual Education Plans and Behaviour Plans.
7. Promote self esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
8. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

KEY TASKS – Support for Teachers

9. Within an established discipline policy, to anticipate and manage behaviour constructively, promoting self-control and independence.



10. Support the role of parents in pupil learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
11. Within an agreed system of supervision, plan and prepare creative and challenging teaching and learning objectives. Produce, evaluate and adjust lesson plans and learning resources, such as worksheets, as appropriate.
12. Deliver learning activities, including those developed by self, which are part of local and national learning strategies, e.g. literacy, numeracy, or KS1 / 2, to pupils within an agreed system of supervision. To take into account individual pupil learning styles and needs to make adjustments to activities so pupils can engage with the subjects/topics being delivered. This will involve individual, group and whole class work and may take place when the teacher is not present.
13. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
14. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence.
15. Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
16. Organise and manage an appropriate learning environment and resources.
17. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
18. Advise on appropriate deployment and use of specialist aid, resources and equipment.
19. Assist with the display of children's work as required.
20. Provide clerical support for teachers; e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

21. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
22. Organise and deliver out-of-school learning activities within guidelines established by the school or trust.
23. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.



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24. Provide cover for classes within the agreed system of supervision. This could be regular planned cover for the teacher, i.e. for PPA time (Planning, Preparation and Assessment) or could be for the short-term absence of teachers.

KEY TASKS – Supervision of Staff

25. Supervise or mentor other teaching assistants.
26. Support regular team meetings with staff to brief them on current activities in the school, promote new developments and to discuss and alleviate any concerns held by staff.
27. Liaise between managers, teaching staff and teaching assistants to ensure appropriate deployment of staff.
28. Represent the needs and views of teaching assistants at management and other appropriate meetings.

STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School / Trust, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the Trust, School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Trustees, External suppliers

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

Chief Executive: Mr Antony Hughes
The Harmony Trust, Northmoor Academy, Alderson St, Oldham, OL9 6AQ
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RESPONSIBLE TO:	Senior Leadership- Executive Principal & Head of Academy
RESPONSIBLE FOR:	

SPECIAL CONDITIONS: Enhanced DBS Disclosure is required

	DATE	NAME	POST TITLE
PREPARED			
REVIEWED			
REVIEWED			

The Harmony Trust is committed to safeguarding and promoting the welfare of all children. We expect all our staff to share this commitment.



PERSON SPECIFICATION

Job Title: Higher Level Teaching Assistant

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	Awarded Higher Level Teaching Assistant status or willingness to work towards.		AF / I
	Training in relevant learning strategies e.g. literacy/ Key Stage 1 or 2		AF / I
	Specialist training or experience in a curriculum or learning area e.g. bi-lingual, sign language, ICT, Special Needs, Foreign Language, art, music, behaviour management etc.		AF / I
	First Aid certificate or willing to obtain it		AF / I
Experience	Experience of preparing and delivering resources (age and ability appropriate) to engage with pupils and contribute to their learning objectives		AF / I
	Experience of effectively using ICT to support learning		AF / I
	Experience of developing and implementing Individual Education Plans and Behaviour Plans		AF / I
	Experience of evaluating and preparing feedback on pupils' academic achievements and progress, effort and social development, to contribute to the overall feedback produced by the class/subject teacher		AF / I



	Experience of working with pupils with different abilities, and adapting own approach and learning resources in accordance with pupil's needs and identified learning styles		
Skills & Abilities	Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and to demonstrate an interest in their development as learners		AF / I
	Communication skills to liaise sensitively with parents and carers, fostering their interests in their child's development and activities of the school		AF / I
	To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work		AF / I
	Creative skills to prepare and design learning activities which relate to the National Curriculum, engage and stimulate pupils and are appropriate to the abilities of the pupils which may vary across the class		AF / I
	Teamwork skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice		AF / I
	Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines Ability to organise, lead and motivate a team		AF / I
	Ability to manage performance of a team and to identify training needs		AF / I
Knowledge	Full working knowledge of the policies/codes of practice/legislation		AF / I



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	<p>relevant to the role, including the promotion of pupils' welfare</p> <p>Knowledge of the National Curriculum and other relevant learning programmes</p> <p>In-depth understanding of child development, their learning styles and cognitive processes</p> <p>Knowledge of the range of appropriate resources available to support learning programmes and engage pupils' enthusiasm in a variety of educational and social topics</p> <p>Understanding of equal opportunities and inclusion, and how they apply in a school setting</p>		<p>AF / I</p> <p>AF / I</p> <p>AF/I</p> <p>AF / I</p>
Work Circumstances	<p>To work flexibly as the workload demands</p> <p>Occasional out of hours working to support school functions</p>		<p>I</p> <p>I</p>

Abbreviations: AF = Application Form; I = Interview.

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview