

**Kernow Learning**



**Higher Level Teaching Assistant**  
Job Description and Person Specification

**#AsOne**  
**Kernow Learning**

# Job Description

<b>Job Title:</b>	Higher Level Teaching Assistant
<b>Name:</b>	
<b>Location:</b>	
<b>Responsible to:</b>	Headteacher, SLT, SENCO, Teaching Staff
<b>Grade/Salary:</b>	F4 – F6
<b>Hours:</b>	
<b>Direct Supervisory Responsibility for:</b>	None
<b>Indirect Supervisory Responsibility for:</b>	None
<b>Important Functional Relationships:</b>	Headteacher, Senior Leadership Team, Teaches, pupils, support staff, parents, Trust colleagues, governors, external agencies

## Job Purpose

- To take a pro-active role in the support of the educational, social and physical needs of the pupils; to support the curriculum and the school through the provision of assistance to the teacher in the practical organisation of class activities and small group work.
- To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision

## Duties and Responsibilities

### Support for teachers

1. To assist the teacher in the planning of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned.
2. To produce lesson plans, worksheets etc as agreed with the teacher.
3. To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs.
4. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision.
5. To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.
6. To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.
7. To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required.
8. To meet with teachers, subject leaders and the Inclusion Manager on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).
9. To assist teachers in making smooth transitions between educational phases for pupils.
10. To administer and invigilate examinations and tests as required by the teacher.

11. To undertake some marking of tests in accordance with school policies and in consultation with the teacher.
12. To support the teacher in the assessment of pupils' progress through feedback of observations of pupils.

Support for the Curriculum

13. To deliver local and national learning strategies (eg: literacy, numeracy, KS3, foundation stage, etc) and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the pupils to learn as effectively as possible.
14. To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
15. To encourage the use of ICT and advance pupils' knowledge of ICT during the lesson.
16. To develop and update IEPs. To assess, monitor and record pupils' progress through IEPs, and make appropriate alterations to IEPs in order to ensure pupils' progress.
17. To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities. To select and prepare teaching resources so as to deliver learning activities and recognise the diversity of pupils' needs and interests.
18. To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources.
19. To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.
20. To deliver Read Write Inc as required.

Support for pupils

21. To encourage pupils to interact and work co-operatively with others and to engage all pupils in learning activities.
22. To assess, monitor and record pupils' progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or headteacher as appropriate.
23. To contribute to the development of multi-agency approaches to supporting pupils.
24. To liaise with parents and carers on pupils' progress, difficulties, achievements and other relevant matters, ensuring sensitivity and respect with regard to such communications.
25. To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils.
26. To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance.
27. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
28. To provide feedback to pupils in relation to all forms of progress and achievement.
29. To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils' self-control and independence.

30. To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the academy's established Discipline Policy to ensure an orderly and constructive environment for the class.

#### Support for the Academy

31. To assist with lunch and break time supervision of pupils on a rota basis in accordance with the school's procedures for playground supervision. *(optional)*
32. To accompany pupils on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines.
33. To deliver other out of school learning activities as agreed with the teacher/head of department. *(optional)*
34. To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
35. To network and establish constructive relationships with other relevant agencies and professionals with regard to the development of effective working practices, policies and strategies to support pupils' progress and achievement.
36. To administer minor first aid (as trained) and medically prescribed drugs (as per the approved procedure). To assist with pupils who are sick as needed. *(optional)*
37. To carry out administrative tasks associated with all of the above duties.
38. To remain aware and work within all relevant school working practices, policies and procedures. To contribute to the development of policies and procedures including child protection, Health and Safety, security, confidentiality and other key procedures.
39. To attend staff meetings and school-based INSET as required.

#### General

1. To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.
2. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the School's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
3. To maintain confidentiality of information acquired in the course of undertaking duties for the School.
4. The post holder is responsible for his/her own self-development on a continuous basis.
5. To undertake other duties appropriate to the grading of the post as required.

#### In addition the following 'Code of Conduct' areas:

- operate at all times within the stated policies and practices of the School;
- aim for the agreed vision of the School;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- take responsibility for 'safeguarding' our children
- create a stimulating, lively environment for our children within which they feel safe, happy and secure;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School;
- take responsibility for their own training, development and duties in relation to School policies and practices;

- liaise effectively with parents and governors.

Wellbeing

- Kernow Learning Trustees expect all staff to promote a culture of wellbeing. They are committed to the integration of its Wellbeing Strategy in all work activities, policies and practices, so that a positive environment can be created that is compatible with promoting staff engagement, performance and achievement.

**Post holder:** .....

**Signed by post holder as correct:** .....

**Date:** .....

**Signed by Line Manager:** .....

**Date:** .....

## Person Specification

### Job Title: Higher Level Teaching Assistant

	Essential	Desirable	Evidenced in
<b>Education and Qualifications</b>			
Good levels of literacy and numeracy	✓		Application Interview
Qualified to NVQ level 2 or above (or equivalent qualification) in Maths and English at Grade C/4 GCSE or above (or equivalent)	✓		Application Interview
Meet the HLTA standards through experience or training	✓		Application Interview
<b>For EYFS HLTAs:</b> A Level 3 qualification in Early Years Care and Education (or an equivalent Early Years qualification)	✓		Application Interview
Working towards attainment of a recognised teaching qualification		✓	Application Interview
<b>Experience</b>			
At least 2 years previous experience of working with pupils in a Primary class learning environment	✓		Application Interview
Relevant experience to include providing specialist support within certain areas of the curriculum or with specialist pupil groups		✓	Application Interview
Experience of supporting children with ASD, emotional and behavioural needs		✓	Application Interview
Experience of positive management behaviour strategies	✓		Application Interview
Experience of delivering outdoor learning		✓	Application Interview
<b>Knowledge and Skills</b>			
Working knowledge of implementing relevant learning programmes	✓		Interview
Excellent listening and communication skills	✓		Interview
ICT skills – able to support learning through ICT	✓		Interview
Knowledge of a range of issues relevant to education and child development	✓		Interview
Practical skills relating to planning and utilising individual learning programmes	✓		
<b>Personal Attributes</b>			
Able to prioritise between different demands	✓		Interview
Ability to work to deadlines, methodical approach to work	✓		Interview
Self-motivated, and able to lead and work in a team	✓		Interview
A genuine interest in children and enjoyment of working with children and ability to relate well to children and adults	✓		Interview
Patient and friendly approach	✓		Interview

Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people	✓		Interview
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