



## Job Description and Person Specification



### Higher Level Teaching Assistant

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34 hours per week: Mondays and Fridays: 8:30 am– 3:45 pm Tuesdays and Thursdays: 8:30 am– 3:30 pm Wednesdays: 8:30 am– 4:30 pm

Term time plus one week.

#### PURPOSE OF POST

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. The role will involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes, and also monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

#### Reporting To

The Headteacher

#### KEY TASKS

##### Support for pupils

1. Plan, prepare and deliver learning to individuals, small groups and / or classes as necessary under the direction of a class teacher or member of SLT.
2. Maintain high expectations of learning and behaviour.
3. Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties.
4. Plan and deliver appropriate interventions, based on pupils' needs.
5. Monitor and assess the progress of pupils who take part in interventions and assist in evaluating the success of interventions.
6. Working with the class teacher, maintain accurate and up to date records of pupils' progress.
7. Establish rapport and respectful, trusting relationships with pupils and colleagues, acting as a role model.
8. Promote inclusion and acceptance of all pupils and encourage them to interact with others through engaging with a wide range of activities.
9. Supervise, assist and support pupils, including those with special needs, to access learning activities, through in-depth knowledge of the curriculum and knowledge of how pupils learn.
10. 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.
11. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
12. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
13. Contribute to and implement Person Centred Reviews and Care and Support Plans.
14. Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.



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15. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

### Support for teachers

1. Promote positive values, attitudes and good pupil behaviour. Within an established policy, anticipate and manage behaviour constructively, promoting self-control and independence.
2. Support the role of parents in pupil learning and liaise sensitively with parents and carers as agreed, providing constructive feedback on pupil progress, achievement, problems etc.
3. Work with the teacher to plan and implement lessons/activities, evaluating and adjusting lesson work / plans according to pupils' learning styles and individual needs and to meet pre-determined learning objectives.
4. Deliver learning activities, which are part of local and national learning strategies, e.g. English, Maths, KS1 & KS2 curriculum, and early years, to pupils within an agreed system of supervision, adjusting activities according to individual pupil learning styles and needs. This will involve individual, group and whole class work and may take place when the teacher is not present.
5. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
6. Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
7. 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.
8. Organise and manage an appropriate learning environment and resources.
9. Determine the need for, prepare and maintain general and specialist equipment and resources.
10. 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.

### Support for the school

1. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Contribute to the development of appropriate multi-agency approaches to supporting pupils.
2. Deliver out-of-school learning activities within guidelines established by the school and/or Rochdale Council.
3. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
4. Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.
5. Attend and contribute to staff meetings as required.
6. Work alongside the school SENDCO to support and monitor the effective deployment of teaching assistants in carrying out interventions.



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### Standard Duties

1. Proactively promote and comply with safeguarding / child protection in all areas of responsibility.
  2. Uphold and promote the values and Christian ethos of the school.
  3. Understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
  4. Implement and uphold the policies, procedures and codes of practice of the school.
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5. Support the school's health, safety and welfare policy and be aware of the responsibility for personal health, safety and welfare and that of others reporting any hazards and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
  6. Participate fully in staff training and development opportunities including attendance at staff meetings, and work to continually improve own and team performance, sharing skills and expertise with others as required.
  7. Keep abreast of new technology, and make suggestions for improvement, assisting in the review and improvement of operational procedures as required.
  8. To attend and participate in relevant meetings as appropriate.
  9. To undertake any other additional duties commensurate with the grade of the post.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

**This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.**

**This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.**



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In your letter of application, please demonstrate how you meet these criteria.

| HLTA  | How identified<br>(AF / I / LO) |
|---|---------------------------------|
| <b>Essential</b>  |                                 |
| <b>Education &amp; Qualifications</b>   |                                 |
| NVQ 3 for Teaching Assistants, or equivalent qualification or level of experience   | AF                              |
| Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework   | AF / I                          |
| <b>Experience</b>   |                                 |
| Experience of preparing and delivering resources which contribute to pupils learning objectives   | AF / I / LO                     |
| Experience of effectively using ICT to support learning and the completion of work tasks  | AF / I                          |
| Experience of preparing, contributing to and implementing support learning programmes   | AF / I                          |
| Experience of preparing feedback on pupil's achievement and progress to contribute to the overall feedback produced by the class/subject teacher  | AF / I                          |
| Experience of working with children in an education setting who may have different individual needs and learning styles.  | AF / I / LO                     |
| Experience of working in a team and individual working  | AF / I                          |
| Experience of keeping accurate and up to date records   | AF / I                          |
| <b>Skills &amp; Abilities</b>   |                                 |
| Ability to teach whole classes across Early Years to Key Stage 2 age range  | AF / I / LO                     |
| Interpersonal and communication skills to build and maintain effective relationships with all pupils and colleagues and to be able to liaise sensitively with parents and carers to demonstrate and promote the positive value, attitudes & behaviour you expect from pupils with whom you work | AF / I / LO                     |
| Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives  | AF / I / LO                     |
| Team-work 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   | AF / I                          |
| To constantly improve own practice/ knowledge through self-evaluation and learning from others  | I                               |
| Self-reliance, resourcefulness and the ability to work on own initiative  | AF /                            |
| Ability to embrace and utilise the latest technology to improve efficiencies  | AF / I                          |



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|   |                  |
|---|------------------|
| <b>Knowledge</b>  |                  |
| Working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupil's welfare  | AF / I / LO      |
| Knowledge of the National Curriculum and other learning programmes.   | AF / I / LO      |
| Understanding of child development and learning styles and processes  | AF / I / LO      |
| Knowledge of appropriate resources available in the Early Years Foundation Stage, and Key Stages 1 and 2, to support learning programmes                                | AF / I / LO      |
| Understanding of equal opportunities and inclusion, and how they apply in a school setting  | AF / I / LO<br>I |
| <b>Work Circumstances</b>   |                  |
| To support the Christian ethos of the school  | I                |
| To work flexibly as the workload demands  | AF / I           |
| Occasional out of hours working to support school functions   | AF / I           |
| Willingness to undertake training as required as part of continuous professional development  | AF / I           |
| <b>Desirable</b>  |                  |
| Training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.  | AF / I           |
| Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare | AF/I             |
| Knowledge of a Community language, e.g. British Sign Language, Urdu or Polish   | AF               |
| Paediatric First Aid certificate  | AF               |
| Team teach / behaviour de-escalation training   | AF               |
| <i>AF– Application Form , I – Interview, LO – Lesson Observation,</i>   |                  |

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview  
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