



## **Job Description**

### **Post Title: Higher Level Teaching Assistant**

#### **Statement of Purpose**

- The postholder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.
- This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and take some classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment.
- The postholder will be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher to the class or group. They will operate with a high level of delegated authority under an agreed system of supervision.

*(Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them.)*

#### **Support for Pupils**

Under the direction of a qualified teacher:

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Develop and implement pupil's Individual Education/Behaviour/Support/Mentoring Plans and review progress.

#### **Support for the Teacher**

- Organise and manage appropriate learning environment and resources.
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake more complex marking of planned work.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the schools discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment.
- Co-ordinate and organise pupils attending extra curricular activities/work experience or other out of school activities (see footnote 1).
- Invigilate exams/tests within the school environment.

#### **Support for the Curriculum**

Under the direction of a qualified teacher:

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Contribute to curriculum planning, evaluation and implementation.
- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.<sup>1</sup>
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

## Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

<sup>1</sup> Every effort should be made to ensure support is within contractual hours



**Person Specification**  
**Higher Level Teaching Assistant**  
**Level 4**

<b>Essential Criteria</b>	<b>Measured by</b>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>Three years experience of working to support children's learning, gained in a relevant environment.</li> </ul>	AF/I
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>Meet HLTA standards or equivalent qualification and experience.</li> <li>Excellent numeracy/literacy skills equivalent to NVQ Level 2 in English and Maths or recognised equivalent.</li> <li>NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification).</li> </ul>	AF/I/PE
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>Full working knowledge of relevant policies/codes of practice including school performance management policies.</li> <li>A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery.</li> <li>In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.</li> <li>Understanding of principles of child development and learning processes.</li> <li>Ability to plan effective actions for pupils at risk of underachieving.</li> <li>Have experience of, or demonstrate the ability to manage a team, including the monitoring, evaluation and prioritisation of others' work.</li> <li>Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other staff.</li> <li>Effective use of ICT to support learning.</li> <li>Use of other equipment technology – video, photocopier.</li> <li>Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>Excellent communication skills.</li> </ul>	AF/I/PE

<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>Builds personal relationships with stakeholders, through regular contact and consultation.</li> <li>Coaches and empowers team members to take responsibility for ensuring customer care.</li> <li>Understands the schools development plan and how it relates to team and individual objectives.</li> <li>Accepts, supports and quickly implements change.</li> <li>Identifies and promotes best practice and encourage the sharing of ideas.</li> <li>Proactively seek opportunities to increase job knowledge and understanding.</li> <li>Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members.</li> <li>Works with others to resolve differences of opinion and resolve conflict.</li> <li>Requires minimum supervision.</li> <li>Takes responsibility for own and team actions.</li> <li>Identifies and overcomes barriers and manage risks.</li> <li>Takes quick and effective action.</li> <li>Demonstrates focused implementation of role and responsibilities.</li> <li>Builds strong team ethos where everyone feels valued.</li> <li>Provides timely, sensitive and honest feedback on performance.</li> <li>Is accountable for own development and encourages the ownership of development needs amongst team members.</li> </ul>	AF/I
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AF - Application form

I - Interview

PE - Practical exercise

**Note 1:**

*In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- Motivation to work with children and young people.***
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- Emotional resilience in working with challenging behaviours and***
- Attitudes to use of authority and maintaining discipline.***