



JOB DESCRIPTION and PERSON SPECIFICATION

**Ramsey Spinning Infant and Junior
Schools**

Higher Level Teaching Assistant - Level 4

Grade:	HLTA 4, scale 5, point 12-15
Responsible to:	Executive Principal
Direct Reports:	Phase Leader
Indirect Reports:	Vice Principal
Job Description Issue Date:	September 2024
Postholder Name:	
Postholder Signature:	

Purpose of the Role

- Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school.
- Contribute to raising standards of achievement for all pupils.
- Have a specific area of responsibility to lead on within the school decided in conjunction with SLT.

General Responsibilities

- Be familiar with and support the Trust's Vision, Values and Goals;
- Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- Embrace and celebrate diversity, ensuring equal opportunities for all;
- Contribute to the overall aims of the Trust;
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;
- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

Specific Responsibilities

1. Support for children

- As agreed with the class teacher, take responsibility for delivering planned curriculum activities.
- Contribute to the planning, preparation and feedback through the marking of learning activities.
- Provide specialist learning support (requiring in-depth knowledge and experience) to children with severe special needs, or where English is not their first language.
- Take responsibility for delivering and feedback on learning activities with groups who would benefit from a different learning approach as agreed with the class teacher.
- Establish and maintain supportive relationships with individual children, whole class groups and parents/carers.

2. Support for the curriculum

- Make a significant contribution to an aspect of the school's work, in conjunction with a faculty team or with SLT.
- Support the school's ambitious curriculum, providing additional support for groups of children as agreed.
- Provide additional tuition for children who need extra support.
- Arrange and deliver extra classes for children to improve the range or quality of subjects offered as agreed.
- Provide targeted support to enhance learning and improve attainment.
- Support other teaching assistants to develop the appropriate skills and knowledge to deliver the curriculum.

3. Support for the teacher

- Provide support in evaluating children's progress and development, including through marking as a form of feedback.
- Contribute to the development of APDRs for children with special needs and support in creating activities which maintain an ambitious curriculum for SEND children.
- Contribute to the planning and evaluation of work programmes for individual children and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the school day and take charge of situations to allow the teacher to continue to work with the rest of the class.

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents/carers.
- Cover classes to release teachers/cover illness, including planning, delivering and marking/assessing work
- Provide support to the Senior Leadership Team and Executive Principal in ensuring that the whole school provides a safe and healthy environment, including during break and lunchtimes.
- Attend and actively participate in relevant staff meetings.
- Contribute to the development of less experienced teaching assistants
- Act as a mentor and role model for other teaching assistants.
- Provide advice and guidance to teaching assistants on best practice and practical problem-solving.
- Liaise with external agencies and present relevant information as required.
- Make suggestions for school events and take a leading role in organising them as agreed.

Key Performance indicators

- Safeguarding is effective
- Children's outcomes are strong and improving
- All communication with parents, staff, children and external contacts is polite, warm and supportive, meeting the expectation of the school and the Trust
- Comprehensive feedback given to the class teacher following lessons
- All tasks, as directed by the class teacher, are carried out promptly and confidently
- Any problems or incidents in the classroom are dealt with swiftly and confidently to allow the lesson to continue
- All children feel involved with tasks and activities and confident to ask for help
- Lessons taught are well planned and are accessed by ALL learners

Key Relationships (Internal and External)

- Executive Principal
- Federation Senior Leadership Team (SLT)
- School based teaching and support staff colleagues
- Parents and carers/ guardians and other interested parties

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of TEFAT. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

Person Specification - HLTA

	Essential	Desirable
Education and Qualifications		
Maths & English GCSE at C or above/Grade 4	x	
HLTA Status	x	
Paediatric First Aid Certificate		x
Knowledge and Experience		
Knowledge of EYFS/National Curriculum	x	
Previous experience as a HLTA	x	
Specialist skills/training in curriculum or learning (for example sign language, bi-lingual, dyslexia, behaviour management)		x
Experience of planning teaching and learning activities (under supervision)	x	
Experience of how to successfully lead learning activities for a group or class of children	x	
Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice	x	
Committed to CPD, relevant to the role	x	
Professional Skills		
Appropriate IT and keyboard skills to effectively use all relevant school software	x	
Proven ability to work under pressure, prioritise and respond to deadlines	x	
Ability to make sound judgments and work effectively under conflicting demands	x	
Excellent interpersonal skills with the ability to communicate effectively with a broad range of audiences	x	
Excellent written and oral communication skills	x	
Ability to work on own initiative with a proactive, balanced approach	x	

The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.	x	
Personal Qualities		
Self-motivated, with a 'can do' approach to problem solving	x	
Ability to learn quickly and effectively	x	
Reliable, enthusiastic, committed	x	
Ability to form and maintain appropriate professional relationships	x	
Have a willingness to demonstrate commitment to the values and behaviours which flow from the Elliot Foundation ethos	x	
A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school	x	
Ability and willingness to visit academies and other sites as appropriate		x
Must be able to meet the physical demands of the role	x	