

# Job Description



ST. MARY'S  
ACADEMY TRUST

<b>SCHOOL:</b>	<b>SECTION:</b>
<b>POST TITLE: Associate Professional (Higher Level Teaching Assistant) – Level Four</b>	
<b>POST REFERENCE NO: N/A</b>	<b>GRADE: 6</b>
<b>RESPONSIBLE TO: Headteacher, working under the instruction / guidance of teaching staff</b>	
<b>EMPLOYEE SUPERVISION: Supervise Associate Professionals at Level 1 - 3</b>	

<b>DATE AGREED:</b>	<b>BY WHOM:</b>
<b>PURPOSE OF THE JOB</b> <ul style="list-style-type: none"><li>You will be responsible for pupils learning in a range of classroom settings across the whole Primary and Early years age ranges, working with individual pupil, groups or whole classes for PPA cover, teacher release and occasionally short term absence.</li><li>The successful candidate will take responsibility for learning activities under an agreed system of supervision. Working in partnership with classroom teachers you will plan, prepare and deliver lessons as well as monitoring and assessing pupil through marking and feedback, recording and reporting on pupils achievement, progress and development.</li></ul>	

## KEY AREAS

Support for pupils  
Support for the Teachers  
Support for the Curriculum  
Support for the School

## **DUTIES AND RESPONSIBILITIES**

### **1. Support For Pupils**

- I. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil's learning
- II. Establish productive working relationships with pupils, acting as a role model and setting high expectations
- III. Assist the teacher with the development and implementation of Individual Education/ Behaviour/ Support/ Mentoring plans
- IV. Undertake comprehensive assessments of pupils to determine those in need of particular help
- V. Provide information and advice to enable pupils to make choices about their own learning/ behaviour/ attendance
- VI. Provide feedback to pupils in relation to progress, achievement, behaviour and attendance
- VII. Promote the inclusion and acceptance of all pupils within the classroom
- VIII. Support pupils consistently whilst recognising and responding to their individual needs
- IX. Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development
- X. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- XI. Promote independence and employ strategies to recognise and reward achievement of self-reliance
- XII. Use specialist skills/ training/ experience to support pupils
- III. Take a lead role in managing and delivering pastoral support to pupils and provision of support for pupils with special needs
- IV. Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable
- XV. Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- VI. Take a lead role in managing the speedy/ effective transfer of pupil across phases/ integration of those who have been absent
- VII. Challenge and motivate pupils, promote and reinforce self-esteem

## **2. Support for the Teacher**

- i) Organise and manage appropriate learning environment and resources
- ii) Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/ work plans as appropriate
- iii) Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- iv) Provide objectives and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- v) Record progress and achievement in lessons/ activities systematically and providing evidence of range and level of progress and attainment
- vi) Take lead role in the development and implementation of appropriate behaviour management strategies and monitoring of systems relating to attendance and integration e.g. registration truancy, pastoral system etc
- vii) Work within an established discipline policy to anticipate and manage behaviour constructively promoting self control and independence
- viii) Administer and assess/ work tests and invigilate exams/ tests related to the specialist subject
- ix) Production of lessons plans, worksheets, plans etc
- x) Be responsible for creation and maintenance of purposeful, orderly and productive working environment
- xi) Undertake marking of pupils work with specialist area and accurately record achievement/ progress
- xii) Manage records, processes, information and data, producing analysis and reports
- xiii) Promote and ensure the health and safety and good behaviour of pupils at all times
- xiv) Undertake marking of pupils work with specialist area and accurately record achievement/ progress
- xv) Manage liaison with feeder schools and other relevant bodies to gather pupil information
- xvi) Support pupils' access to learning using appropriate strategies, resources etc
- xvii) Work with other staff in planning, evaluating and adjusting learning activities as appropriate
- xviii) Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording
- xix) Supporting the role of parents in pupils' learning and contribute to/ lead meetings with parents to provide constructive feedback on pupil progress/ achievement etc.
- xx) Establish constructive relationships with parents/ carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links

- xxi) Administrative support e.g. dealing with correspondence, compilation/ analysis/ reporting on attendance, exclusions, making phone calls etc.

### **3. Support for the Curriculum**

- i) Deliver learning activities to pupils within agreed system of supervision in specialist area and adjusting activities according to pupil responses/ needs
- ii) Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- iii) Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- iv) Select and prepare resources necessary to lead learning activities, taking account of pupils' Interests and language and cultural backgrounds
- v) Advise on appropriate deployment and use of specialist aid/ resources/ equipment
- vi) Be responsible for the management of stock levels, including management of a budget and regular audit of resources
- vii) Be responsible for maintenance/ quality/ safety of specialist equipment.
- viii) Provide highly specialist advice and guidance as required
- ix) Implement agreed learning activities/ teaching programmes, adjusting activities according to pupil responses/ needs
- x) Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- xi) Determine the need for, prepare and use specialist equipment, plans and resources to support pupils

#### **4. Support for the Curriculum**

- i) Comply with and 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
- ii) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- iii) Contribute to the overall ethos/ work/ aims of the school
- iv) Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils
- v) Attend and participate in regular meetings
- vi) Participate in training and other learning activities as required
- vii) Recognise own strengths and areas of expertise and use these to advise and support others
- viii) Be responsible for the provision of out of school learning activities within guidelines established by the school
- ix) Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

#### **5. Line management responsibilities where appropriate**

- i) Manage other teaching assistants.
- ii) Liaise between managers/ teaching staff and teaching assistants
- iii) Hold regular team meetings with managed staff
- iv) Represent teaching assistants at teaching staff/ management/ other appropriate meetings
- v) Undertake recruitment/ induction/ appraisal/ mentoring for other teaching assistants.

#### **6. General**

- i) To undertake any other duties, commensurate within the grade, at the discretion of the Headteacher
- ii) Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection
- iii) To develop & promote high standards throughout the Trust

**8. Other**

- i) Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour

# Employee Specification

When filling in the application form please demonstrate with clear, concise examples how you meet the requirements of the post.

<b>Post Title: Associate Professional Higher Teaching Assistant (Level Four)</b>	<b>School:</b>	<b>Grade: 6</b>
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Criteria No	Attributes	Criteria	How Identified	Rank
1.	<b>Experience</b>	Recent relevant experience	A/I	Essential
2.		Experience working with children of relevant age in a learning environment	A/I	Essential
3.		Significant experience of working in a relevant discipline in a learning environment	A/I	Essential
4.		Experience of working with pupils with additional needs	A/I	Essential
5.	<b>Education and Training Attainments</b>	2 GCSEs at grade A to C in English and Maths or equivalent and gained HLTA status	A/I	Essential
6.		Excellent numeracy/ literacy skills	A/I	Essential
7.		Training in relevant learning strategies e.g. literacy/numeracy	A/I	Essential
8.		Specialist skills/ training in curriculum or learning area e.g. bi-lingual, sign language, ICT	A/I	Essential
9.	<b>General and Special Knowledge</b>	Full working knowledge of relevant policies/ codes of practice/ legislation	A/I	Essential

10.		Working knowledge and experience of implementing national/ foundation stage curriculum and other relevant learning programmes/ strategies	A/I	Essential
11.		Good understanding of child development and learning processes	A/I	Essential
12..		Understanding of statutory frameworks relating to teaching	A/I	Essential
13.		Ability to organise, lead and motivate a team	A/I	Essential
14.		Constantly improve own practice/ knowledge through self-evaluation and learning from others	A/I	Essential
15.	<b>Skills &amp; Attributes</b>	Ability to relate well to children and adults	A/I	Essential
16.		Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	A/I	Essential
17.		Effective use of ICT to support learning	A/I	Essential
18.		Use of specialist equipment/ resources	A/I	Essential
19.		Ability to self-evaluate learning needs and actively seek learning opportunities	A/I	Essential
20.		Relevant knowledge of first aid	A/I	Essential
22.		Ability to plan effective actions for pupils at risk of underachieving	A/I	Essential
23.		Understand range of support services/ providers	A/I	Essential



24.	<b>Additional Factors</b>	Demonstrate a commitment to Equal Opportunities	A/I	Essential
25.		To comply with all Trust policies adopted by the Governing Body for example, Health and Safety, Equal Opportunities and data protection.	A/I	Essential