



# White Woods Primary Academy Trust

The Pod  
Canklow Woods Primary School  
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Chief Executive Officer: Kate Davies

**Job Title:** Higher Level Teaching Assistant  
**Grade/Band:** Level 4, Band G  
**Responsible to:** Headteacher

## Main Purpose of the Role

The post holder will collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of a qualified teacher.

## Specific responsibilities

- ✓ Plan, prepare and deliver assigned programmes of teaching and learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the overall direction and supervision of a teacher.
- ✓ Monitor and evaluate pupils responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives
- ✓ Assess, record and report on development, progress and attainment
- ✓ Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- ✓ Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision
- ✓ Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- ✓ Develop and implement Individual Development Plans for pupils (such as Individual Educational Plans), including attendance at, and contribution to, reviews
- ✓ Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc
- ✓ Provide support and guidance to classroom support staff including allocation and monitoring of work and training
- ✓ Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision

**Child-centred - Collaboration - Curiosity - Challenge**

- ✓ Support the role of parents / carers in pupils' learning and contribute to leading meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc
- ✓ Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- ✓ Provide specialist key worker support to students

## General

- ✓ Attendance at staff meetings and Trust training activities where relevant.
- ✓ Participate in performance management
- ✓ As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required.

## Person Specification

1. Knowledge and Experience	Essential/Desirable	Shortlisting
A. Experience of working with special educational needs	E	✓
B. Experience in required area of specialist support	E	✓
C. Experience of working as a teaching assistant including working with children with complex needs	E	
D. Knowledge and experience of planning, preparing, delivering and evaluating learning activities	E	✓
E. Experience of assessing pupil progress and reporting on development and attainment	E	✓
F. Experience of providing support and guidance to other teaching support staff and ability to supervise staff	E	▼
G. Understanding of other agencies and their role and experience of working with other professionals to provide pupil support	E	
H. Practical knowledge of how children develop and learn and how to motivate them	E	▼
I. Understanding of statutory frameworks relating to teaching	E	
J. Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes	E	.
K. Full working knowledge of relevant legislation e.g.: child protection, health and safety, confidentiality and data protection and codes of practice	E	
L. Knowledge and experience of using a range of computer applications and ICT including word processing, spreadsheets, databases, presentation software, internet and e-mail	E	✓

2. Qualifications and Training	Essential/Desirable	Shortlisting
A. Level 6 qualification e.g. Bachelor Degrees, Graduate Certificates and Diplomas, or Level 5 qualification e.g. Diplomas of HE and FE, foundation degrees and HNDs, plus experience in relevant areas of work over a period of years or evidence of the equivalent level of knowledge gained through work experience	E	✓
B. Meet the HLTA standards or have an equivalent qualification or experience	E	✓
C. Relevant training e.g.: learning strategies/specialist area	E	✓
3. Skills and Abilities	Essential/Desirable	Shortlisting
A. Communicates effectively on a 1:1 basis about straightforward and detailed issues with a range of people	E	
B. Deals confidently with different points of view in conversations	E	
C. Contributes clearly and effectively to discussion with others	E	
D. Persuades others to own point of view on routine issues	E	
E. Produces detailed written information to communicate information, ideas and opinions	E	
F. Makes decisions as to when and how duties are to be carried out	E	
G. Responds independently to unanticipated problems and situations	E	
H. Uses a rational or disciplined approach to problem solving	E	
I. Analyses and interprets complex information to solve difficult problems and develop new ideas or concepts	E	
J. Uses previously untried new ideas or concepts to generate solutions to problems	E	
K. Produces medium-term solutions or plans	E	
4. Beliefs, attitudes and personal attributes	Essential/Desirable	Shortlisting

A: A shared commitment to a "no excuses" culture with a work ethic and drive to match that of the Trust in improving education and life chances of the communities we serve.	E	
B: Committed and passionate about the provision of outstanding primary education.	E	✓
C: Belief and commitment to equality of opportunity for all	E	
D: Optimism and resilience in the face of challenges	E	✓
E: Self-aware and able to learn	E	✓

<b>5. Additional Factors</b>	<b>Essential/Desirable</b>	<b>Shortlisting</b>
A: Ability to travel within a reasonable timeframe	E	
B: No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments)	E	
C: Good attendance record in current/previous employment (not including absences resulting from disability)	E	
D: A commitment to safeguarding and promoting the welfare of children and young people.	E	
E: A willingness to share information and expertise.	E	
F: A commitment to ongoing staff development and the development of others.	E	

**Statements relevant to all posts**

All duties and responsibilities should be carried out in accordance with agreed policy and procedures, in particular those relating to: Environmental; Health and Safety; Equal Opportunities; Risk Management; Data Protection; IT; Safeguarding and Financial Regulations.

Safeguarding is everyone's business. All employees, governors, contractors and volunteers share a responsibility, both corporately and individually, to ensure that every person is treated with dignity and respect and protected from others who may abuse them. We have a duty of care to safeguard and promote the welfare of children and young people, and must raise any concerns without delay.

The job description is an outline only and may vary from time to time without changing the character of the job or level of responsibility. The post holder must be flexible to meet the operational needs of the service.

The person specification covers key areas of competence and methods of assessment other than interview may be used (as appropriate to the job) to assess what a candidate can do and how they act in a specific area or situation. These include: ability test; work-related task; occupational personality questionnaire and presentation. Where this is the case, shortlisted candidates will receive details in advance of the selection process.