



Barrow Hedges Primary School

HIGHER LEVEL TEACHING ASSISTANT JOB DESCRIPTION

Purpose of Job

To work under the direction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for all children and to assist the teacher in the management of children and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Provide cover for teachers by leading lessons and undertaking the duties and responsibilities outlined below.

Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies and support the school in its aim of raising achievement of all pupils.

Role Designation

Barrow Hedges is a primary school with a Nursery and so members of staff can be designated to work within any key stage, i.e. HLTAs will be allocated to work with pupils whose ages range from 3 – 11. HLTAs at Barrow Hedges Primary School will be designated to a range of roles that can include:

- Whole class support and cover for whole classes
- Small group support, including the delivery of interventions as directed by either the class teacher or member of the middle/senior leadership team.
- 1:1 learning support, including working as a key adult to a pupil with special educational needs and/or disabilities.
- Playground supervision
- Cross phase intervention delivery

At times, HLTAs will change designation during the academic year, so as to support the school's key priorities and any other factors that may cause this to be required.

Specific Duties

Support for Children

- Identify child safeguarding concerns by being vigilant for signs of abuse or neglect.
- Take appropriate action and report concerns to the Designated Person for safeguarding and follow the school's child protection and safeguarding policies.
- Maintain an attitude of 'it could happen here' when it comes to safeguarding.

- Supervise and provide particular support for children, and their access to learning and play based activities as appropriate.
- Establish constructive relationships with children and interact with them according to individual needs.
- Be aware of and embrace difference and ensure all children have equal access to opportunities to learn and develop.
- Assist with the development and implementation of personalised plans and interventions.
- Attend and participate in relevant meetings as required; this may include supporting the preparation of information to present at a pupil's annual review, if they have an Education Health and Care Plan (EHCP).
- Encourage children to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to children in relation to progress and achievement under the guidance of the teacher.
- Administer intimate care in accordance with school policies.
- Administer first aid in accordance with training.
- Administer prescribed medicines to children as required.
- Have a general duty of care and supervision towards all children in the school.

Support for Teacher

- Help to create and maintain a purposeful, orderly and supportive learning environment, in accordance with lesson plans.
- Use strategies, in liaison with the teacher, to support children to achieve learning goals.
- Under the instruction of the teacher/senior staff, plan for individual/small groups of children using relevant documentation.
- Monitor children's responses to learning activities and accurately record achievement/progress as directed.
- Contribute to Learning Journeys and maintain assessment records for pupils as directed.
- Provide detailed and regular feedback to teachers on children's achievement, progress, misconceptions etc using a wide range of assessment tools, including written observations and annotations on work or photographs.
- Assess and record the attainment of individual children or small groups of children in specific areas of the curriculum, within the allocated phase.

- Be aware of and work towards the achievement of children's SEN targets and other individual targets.
- Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage children to take responsibility for their own behaviour.
- Provide general classroom support to allow the Class Teacher to focus on a particular group of children.
- Prepare or adapt resources for individual children or small groups of children.
- Keep informed of upcoming events, planning and roles in the classroom by meeting regularly with Class Teacher.

Support for the Curriculum

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to children's responses.
- Support the use of ICT in learning activities and develop children's competence and independence in its use.
- Support to prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist children in their use.

Support for the School and Professional Development

- To cover and lead class teaching across the school as and when appropriate.
- When covering classes, ensure that the relevant assessments are made and pertinent information is passed on to the teacher.
- Under the direction of senior and middle leaders, support the work of other colleagues.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, inclusion, and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Communicate effectively with parents and carers under the direction of the class teacher or senior or middle leader.
- Accompany teaching staff and children on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Attend 2 INSET days per academic year as directed by Headteacher.
- Attend all TA meetings and, under the support of senior and middle leaders, take a leading role in these meetings, sharing good practice, as directed.
- Carry out lunchtime and break duty as directed.

- Engage with the performance management process in accordance with the academy policy.
- Take personal responsibility for familiarising themselves with any relevant pedagogy that relates to their designated role (e.g. understanding the curriculum content being taught; understanding the individual special educational needs profile of any pupil they are working with).

The above responsibilities are not exclusive and a HLTA may sometimes be required to carry out other reasonable duties.

Name:

Signed:

Date:



Barrow Hedges Primary School

HIGHER LEVEL TEACHING ASSISTANT PERSON SPECIFICATION

Experience/Education

- Experience of working with children in a paid or voluntary capacity within KS1, KS2 or Early Years.
- Experience of working as part of a team.
- Evidence of a relevant qualification, e.g. NVQ 3, NNEB.
- English and Maths at GCSE level (grade C or higher)
- Training in relevant learning strategies appropriate to the role of a HLTA.

Abilities, Skills and Knowledge

- Ability to respond to the difficulties and needs of a child, providing support when and where necessary.
- Knowledge of SEN code of practice and how to support pupils with social, communication difficulties such as autism.
- Knowledge of, and commitment to developing own understanding of, special educational needs, as appropriate to their role and designation.
- Ability to work flexibly as part of a team and in partnership with parents, teachers and other professionals.
- Ability to build positive relationships with staff, parents and children and to communicate with them effectively, sensitively and with discretion.
- Ability to participate in planning, preparation and supervision of activities with the teacher.
- Ability to contribute to record keeping, including monitoring pupils' progress and next steps in their learning using a variety of methods.
- Awareness of Health and Safety issues in relation to children.
- High expectations of him or herself as well as of the children.
- A commitment to further professional development.