

North Somerset Council

JOB DESCRIPTION

SCHOOL Kewstoke Primary School	SECTION Teaching & Learning Support	
JOB TITLE Higher Level Teaching Assistant (HLTA)	POST NO	GRADE JG6

1. JOB PURPOSE:

In collaboration with class teachers and other support staff, the post holder supports, plans, prepares and delivers elements of learning to students on a one to one, small group or class basis.

2. ORGANISATIONAL CONTEXT

To provide learning support to identified pupils or classes within the inclusive ethos of the school. Delivering programmes of support and study to pupils with a variety of needs in different groupings. Works closely with all colleagues and identified pupils within the team and school environment.

3. MAIN RESPONSIBILITIES

1. Work with classroom teachers to support the learning and assessment of individual pupils or groups as required, (through a range of activities using specific area/s of expertise expected at an HLTA level), and in collaboration with other support workers such as Learning Mentors, TAs, LSAs etc.
2. Contribute to the planning, monitoring and assessment cycle for pupils, providing systematic assessment feedback to teachers, keeping records and liaising over the writing of IEPs and PSPs as part of the professional team.
3. Support teachers in raising attainment in targeted lessons or subjects by assisting with planning and preparing of lesson materials and learning objectives, under the direction of a member of the teaching staff, for individual pupils, small groups or a whole class.
4. Support teachers in raising attainment in timetabled (PPA) or targeted lessons by leading on delivery of whole lessons or elements of a lesson, for individuals, small groups or for a whole class under the general direction of the teacher.
5. Support special projects and develop a specialist area of expertise within the school in support of learning and curriculum development and PPA time, as directed by the Headteacher.
6. Provide continuity by leading the learning for classes in the event of a planned or unplanned short term absence of a teacher where the post holder has been involved in the planning and preparation of the lessons under the supervision of the teacher. Such an arrangement will be reviewed by the Headteacher within timescales detailed in national guidance or in any event within two days to ensure the best interests of the pupils are being met.

7. Support the learning of a class in the unplanned short term absence of a teacher in a year group or subject area where the post holder doesn't normally work, using the teacher's schemes of work and resources. This arrangement will be on ad hoc and monitored closely by the Headteacher to ensure the best interests of the pupils are being met.

8. Provide classroom supervision to maintain order in the unavoidable short term absence of a teacher.

9. Under the general direction of the Headteacher, contribute to developing and delivering pastoral support to pupils (including personal care) through a range of appropriate strategies to reduce barriers to learning and improve accessibility to the curriculum for all.

10. Under the general direction of the Headteacher, contribute to the development, deployment and evaluation of the effectiveness of support staff services in school and contribute to the development of whole school policies for the deployment of support staff in the school.

Generic Items

- To be aware of and understand the school's Equality and Diversity Policy and the council's Race Equality Scheme and ensure at all times that the duties of the post are carried out in accordance with the policies.
- To ensure compliance with all Health and Safety legislation and associated codes of practice and authority policies.
- Review and develop own professional practice, maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development.
- Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.

4. WORK CONTROL, SUPERVISION AND WORK PLANNING

Works within a framework as directed by senior colleagues, takes responsibility for planning and delivering within this framework. Maintain ongoing dialogue with team leader and teachers, with timetabled meetings and performance review.

Works within the school framework and contributes to discussion re school and team development.

Liaises with teaching and support staff and contributes to strategies to help raise student attainment.

Under the supervision of teachers, joint short to medium term planning in collaboration with support and teaching staff, responsible for preparation and delivery of differentiated resources in order to meet the needs of individual or groups of pupils.

Uses initiative to support pupils and colleagues in classroom context and beyond. The post holder is expected to operate independently within the agreed framework of whole

school policies. Professional judgment is applied in relation to pupil support. School policies and referral procedures must be followed, particularly re child protection.

5. CONTACTS AND COMMUNICATION SKILLS

All members of teaching and support staff. Parents and carers and some external agencies and identified pupils in dealing with the motivation of pupils showing sensitivity and diplomacy and professionalism. Able to confidently demonstrate good practice for colleagues and maintain the balance between teaching and support staff expectations.

6. QUALIFICATIONS AND EXPERIENCE

(Please see the attached person specification)

7. GENERAL

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out.

8. Additional information

Much of the work undertaken within the school is of a highly confidential nature. The post holder must at all times maintain confidentiality and should be aware that, given the nature of the services provided by the school they may on occasions be exposed to information that they may find upsetting.

Some posts require the post holder to exert more physical effort and or strain than that which is normally used in a standard office environment.

Some posts require the post holder to work in unfavourable environmental conditions that are worse than those experienced in a standard office environment.

PERSON SPECIFICATION

ASSESSMENT CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<p>Maths and English GCSE grade A* - C or Numeracy and Literacy Level 2 on the NQF or equivalent.</p> <p>NVQ/VRQ Level 3 Teaching Assistant Qualification or equivalent (supporting teaching & learning)</p>	<p>TA Foundation Degree</p> <p>HLTA Status</p>
WORK RELATED EXPERIENCE & ASSOCIATED VOCATIONAL TRAINING	Considerable experience working as a Teaching Assistant at level 3 in a school including large groups and on occasion whole classes.	
OTHER RELEVANT EXPERIENCE		Working with pupils of school age within other appropriate contexts
SPECIALIST KNOWLEDGE	<p>Demonstrate sound knowledge and understanding of:</p> <ul style="list-style-type: none"> • Every Child Matters, especially the common core knowledge and skills for working with children and young people • Child Protection procedures, • AEN code of practice. • A specific area of curriculum/pastoral expertise which they are prepared to further develop within the post. 	Specific skills relating to the job description.
JOB RELATED SKILLS	<p>Competent ICT skills</p> <p>Excellent and effective communication skills</p>	
PERSONAL SKILLS	<p>Ability to work flexibly within a team and motivate students.</p> <p>Demonstrate a professional attitude</p> <p>Ability to work effectively with a wide range of people across the school and from outside</p> <p>Reliability, motivation and resilience under pressure</p>	

SPECIAL WORKING CONDITIONS	Attendance at directed times as contract	Attendance at events beyond school hours, by agreement
OTHER	Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed)*	