

PERSON SPECIFICATION

HIGHER LEVEL TEACHING ASSISTANT (LEVEL FOUR)

<u>ASSESSMENT METHOD</u>	<u>SHORT-LISTING CRITERIA</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
	QUALIFICATIONS/TRAINING		
APPLICATION FORM /INTERVIEW	Meet Higher Level Teaching Assistant Standards/hold HLTA status or equivalent.	✓	
APPLICATION FORM / INTERVIEW	Training in the relevant strategies to support students' wellbeing and progress.	✓	
APPLICATION FORM / INTERVIEW	Specialist skills/training in curriculum or learning area.	✓	
APPLICATION FORM / INTERVIEW	Training/experience in the development of care plans.		✓
	SKILLS		
APPLICATION FORM /INTERVIEW	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	✓	
APPLICATION FORM / INTERVIEW	Ability to promote a positive ethos and role model positive attributes	✓	
APPLICATION FORM /INTERVIEW	Ability to build effective working relationships with all pupils and colleagues	✓	
APPLICATION FORM / INTERVIEW	Ability to adapt own approach in accordance with students' needs	✓	
APPLICATION FORM /INTERVIEW	Ability to work with children at all levels regardless of specific individual need.	✓	
APPLICATION FORM /INTERVIEW	Excellent numeracy and literacy skills equivalent to NVQ 2 in English and Maths	✓	
APPLICATION FORM / INTERVIEW	Ability to organise, lead and motivate a team of staff	✓	

APPLICATION FORM / INTERVIEW	KNOWLEDGE / EXPERIENCE Working knowledge and experience of implementing identified curriculum and other relevant learning programmes/strategies.	✓	
APPLICATION FORM / INTERVIEW	Experience of working as part of a multi agency approach to ensure students' needs are met.		✓
APPLICATION FORM / INTERVIEW	Minimum 4 years' experience of working with children in an educational setting within specified age range/subject area.		✓
APPLICATION FORM / INTERVIEW	Good understanding of principles of child development, learning styles and independent learning	✓	
APPLICATION FORM / INTERVIEW	Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓	
APPLICATION FORM / INTERVIEW	Understanding of statutory frameworks relating to teaching and supporting students with additional needs.	✓	
APPLICATION FORM / INTERVIEW	Experience of resources preparation to support learning programmes	✓	
APPLICATION FORM / INTERVIEW	Can use ICT effectively to support learning	✓	
APPLICATION FORM / INTERVIEW	PROFESSIONAL VALUES AND PRACTICE High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements	✓	
APPLICATION FORM / INTERVIEW	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners	✓	
APPLICATION FORM / INTERVIEW	Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work	✓	
APPLICATION FORM / INTERVIEW	Able to improve their own practice through observations, evaluation and discussion with colleagues	✓	
APPLICATION FORM / INTERVIEW	Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice	✓	

APPLICATION FORM /INTERVIEW	Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning	✓	
APPLICATION FORM /INTERVIEW	Willingness to participate in relevant training and development opportunities	✓	

Employees of Bury Council have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.

BURY COUNCIL
JOB DESCRIPTION

Post Title: TEACHING ASSISTANT (LEVEL FOUR)/HIGHER LEVEL TEACHING ASSISTANT	
Department: CHILDREN'S SERVICES	Establishment/Post No:
Division/Section: SEND Department	Post Grade: 9
Location: THE ELTON HIGH SCHOOL	Post Hours: 32.5 hrs per week Term Time +3 Days worked during periods of school closure
Special Conditions of Service:	
<p>Purpose and Objectives of Post: To take responsibility for agreed learning activities (targeted interventions, ASDAN, Unit Award Scheme etc) under an agreed system of supervision (subject to the direction and supervision of a teacher). Planning, preparing and delivering learning activities for individuals/groups/whole classes. Monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development liaising with teachers/parents/other professionals as appropriate. Management and development of a specialist area within the school and/or supervision of other teaching assistants including appraisal and training. To provide general admin support for SENDCO.</p>	
Accountable to: Headteacher	
Immediately Responsible to: SENDCO	
Immediately Responsible for: Teaching Assistants	
<p>Relationships: (Internal and External)</p> <p>Governors Headteacher Teachers Support Staff Pupils</p>	
<p>Control of Resources:</p> <p>Intervention/teaching/assessment/screening resources Management of student medication/equipment as required</p>	

Duties/Responsibilities:

SUPPORT FOR THE PUPIL

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning.
- Screening for additional needs in line with the suspected or identified needs of the pupil.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and work cooperatively with others and engage all pupils in activities.
- Promote independence, employing strategies to recognise and reward achievement of self-reliance.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Develop and implement individual learning plans and update student profiles.
- Provide feedback to pupils in relation to progress and achievement.

SUPPORT FOR THE SENDCO

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupil's learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.
- Production of lesson plans, worksheets, plans etc.
- Update the departmental provision map.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities (for example targeted interventions, ASDAN, Unit Award Scheme or similar) to pupils within an agreed system of supervision, adjusting activities according to pupil learning styles and responses/needs.
- Deliver local and national learning strategies e.g.; literacy, numeracy, KS3, early years effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning through specialist support e.g. curriculum/SEN specialism.
- Select and prepare required resources necessary to lead learning activities, taking account of pupils' interests, language and cultural background.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the SENDCO, to support achievement and progress of pupils.
- Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
- Participate in training and other learning activities as required.

- Recognise own strengths and areas of expertise and use these to lead, advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities.

SUPERVISORY RESPONSIBILITIES

- Manage teaching assistant team including undertaking appraisal/performance management.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.
- Undertake induction/appraisal/training/mentoring for other teaching assistants.
- Assist in the recruitment process for teaching assistants.
- Carry out daily lunchtime supervision of pupils.

Where an employee is asked to undertake duties other than those specified directly in his/her job description, such duties shall be discussed with the employee concerned who may have his/her Trade Union Representative present if so desired. (See paragraph 203 of Supplemental Conditions of Service)

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