

Job Profile

Job Title: Higher Level Teaching Assistant

Location: Langstone Infant/Junior Academy, Portsmouth but required to work at any academy where business is conducted that is within reasonable distance of the school.

Function of the post:

Complementing the professional work of teachers, the post holders will take responsibility for ensuring quality first teaching and learning in sessions taught across the School, including Maths and English. Supporting the development of the LAPS team, the post holders will contribute to the continuous improvement and maintenance of the teaching and learning environment.

Principal Accountabilities:

1. In line with the School's Improvement Plan and Curriculum, in liaison with the Year leaders/Class teachers, contribute to the planning, preparing and delivery of lessons, in the short term planned absence of the teacher. Collaborate with year leaders to then plan for, resource and teach regular weekly whole class PPA sessions with assistance of EYA's or SNA's as appropriate. Provide written and verbal feedback to ensure accurate and current records of pupil assessment, progress and attainment are recorded and maintained;
2. Working with the Class Teacher assess the needs of pupils and support lesson planning, adjusting plans as appropriate, and contribute to the implementation of curriculum programmes that are engaging, inspiring, challenging and which promotes all pupil progress. This will include the development, implementation and adjustment for children with support plans;
3. Contribute to and support a teaching and learning environment that draws on specialist skills to support pupils and promote independence; selecting and preparing resources for learning activities, recommending as appropriate the use of specialist equipment and strategies that recognises and develops learning behaviours, and support the creation of the ethos that underpins the School Improvement Plan;
4. Evaluate pupil responses to activities through observation and questioning, recording progress and achievements in lessons/activities systematically and providing evidence of the range and level of progress and attainment;
5. In line with School Policy and procedure, use appropriate strategies to encourage excellent behaviour across the school, using motivators such as positive feedback and praise; instilling school agreements and procedures with clear expectations; raise concerns and agree a positive action plan with the Class Teacher to address any behavioural concerns;
6. Model, advise and support staff in areas of own expertise that contributes to achieving the overall aims of the School and the Trust.

7. In liaison with the Class Teacher establish constructive relationships and communications with staff, parents, carers and external agencies/professionals, including multi-agency working, that supports the achievement and progress of pupils; attending meetings and training when required;
8. Assist with special activities (e.g. theme weeks, sports days, plays, concerts, open days), accompany pupils on school visits and where appropriate be involved in extracurricular activities (e.g. clubs, presentation evenings);

Other duties:

You are required to undertake such other duties appropriate to the salary grade and content of the work as may reasonably be required of you. Therefore, the list of duties in this job profile should not be regarded as exclusive or exhaustive. Please note that, in consultation with the post holder, the University of Chichester Academy Trust reserves the right to update your job profile to reflect changes in, or to, your post.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, within the Section, are carried out in compliance with the requirements of the Data Protection Act and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Health and Safety

You are responsible for ensuring that workplace responsibilities within the Section are carried out with full regard to, and in support of, the School's Health and Safety Policies.

Sustainability and Environment:

The University of Chichester Academy Trust is committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of regional and local environmental issues. The University of Chichester Academy Trust will support the School in continuously seeking to find ways to improve its environmental performance and staff are required to support these aims.

Equality and Inclusion:

The University of Chichester Academy Trust and the School believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. We are committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to comply with its legal obligations detailed in the Equality Act 2010.

You will take responsibility for behaving in ways that are consistent with fair and equitable treatment for all and take responsibility for your own learning and engagement with equality issues and actions and to consider the impact of their actions to ensure that they do not have a detrimental effect on achieving equality of opportunity. Any breaches may lead to termination of employment.

Right to Work:

British and European Law states that a person cannot be employed to this post if they do not have permission to live and work in the UK. The University of Chichester Academy Trust is obliged to appoint people who are citizens of the European Economic Area ('EEA') where possible. Immigration guidance information is available at www.unicat.org.uk/celebrating-diversity-supporting-equality.

Safer Recruitment:

The University of Chichester Academy Trust and School are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

New members of staff will be required to apply for Disclosure Service certification as part of the School's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated, or equivalent qualifications and experience.

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

	Essential	Desirable	Evidenced through
Knowledge and Qualifications	<p>GCSE Grade C or above in Mathematics and English Language, or equivalent qualifications or skill level</p> <p>Has HLTA status or willingness to train.</p> <p>General understanding of effective strategies that underpin positive behaviour at primary school level, and which recognises and rewards effort and achievement</p> <p>Awareness of the primary national curriculum and Early Years framework</p> <p>Knowledge of current national policies relevant to child protection and health and safety within an Infant school environment</p> <p>Qualified as a First Aider at Work, or willingness to train</p>	<p>Knowledge of current in-school interventions to support pupil progress</p> <p>Knowledge of safeguarding and Health and Safety requirements within a primary school environment</p> <p>Evidence of specialism in specific curriculum areas or areas of particular learning difficulty</p> <p>Knowledge of the National Occupational Standards for Supporting Teaching and Learning at level 3</p>	<p>Application Documentary Evidence Interview</p>
Skills	<p>Excellent interpersonal and communication skills that enable instructions to be understood by pupils at differing levels to promote learning and understanding, and builds effective professional relationships with a wide range of contacts</p> <p>Relevant skills that enable effective review and feedback on child progress</p> <p>Problem solving skills</p> <p>Computer literate with the ability to positively promote the use of IT in pupil learning</p> <p>Evidence of spelling and mathematics skills and strategies that would support the progress of pupils</p>	<p>Skilled in working with a class teacher to implement planned learning activities and teaching programmes</p>	<p>Application Interview References</p>

	Essential	Desirable	Evidenced through
Experience	<p>Establishing positive relationships with children that encourages and enables child development and successful learning</p> <p>Experience of implementing strategies that promote positive behaviour for individuals and whole classes</p> <p>Working with young children in a relevant environment</p>	<p>HLTA or Teaching Assistant in a primary school setting</p> <p>Experience of working within an Academy</p> <p>Experience of successfully delivering a specific programme of support to an individual or small group of children</p> <p>Experience of organising, leading and motivating a team</p>	<p>Application Interview</p> <p>References</p>
Personal attributes	<p>Positive and approachable, with patience and the presence to inspire confidence and trust, combined with an enthusiasm to see children progress and develop</p> <p>A growth mindset, willing to be proactive and work flexibly as the needs and demands of the school fluctuate</p> <p>Adaptable and sensitive when dealing with challenging situations with the ability to be reflective and self-critical and to respond to feedback, understanding the need for confidentiality</p> <p>A nurturing nature which will support and develop the well-being of all pupils</p> <p>Strong working ethos with a high level of commitment to the school and its values whilst maintaining a work-life balance</p> <p>Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community</p>		<p>Interview</p> <p>References</p>