



Bearwood Primary School

Bearwood Road, Wokingham, RG41 5BB

Tel: 0118 978 4628

Higher Level Teaching Assistant Job Description and Person Specification

Responsible to: Team Leader and SENCo

Liases with: Class Teacher, Team Leader and SENCo

Purpose

To complement the professional work of teachers by taking responsibility for agreed learning activities under a system of supervision.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their wellbeing and to support the inclusion of pupils in all aspects of school life.

Teaching and Learning

1. Within an agreed system of supervision plan, prepare, and deliver lessons/learning activities to individuals, groups or whole classes.
2. Provide verbal and written feedback on lesson content, pupil responses to learning activities and pupil behavior, to teachers and pupils.
3. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
4. Support teaching by assisting teachers with the development and implementation of agreed intervention programmes to individuals or groups of pupils. To assist pupils to access the full curriculum and be familiar with the development and delivery of lesson plans, IEPs and learning objectives.
5. Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
6. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
7. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
8. In accordance with arrangements made by the Headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes in the absence of the assigned teacher.
9. Organise and safely manage the appropriate learning environment and resources taking in to account pupils' interests, language and cultural background.
10. Promote and reinforce children's self-esteem, independence and progress and employ strategies to recognise and reward achievement
11. Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first languages
12. Liaise with outside agencies and implement programs e.g. speech and language therapy, physical therapy.

13. Acting in liaison with other professional establish constructive relationships, respecting confidentiality and provide objective and accurate feedback on pupil achievement, progress and other matters, ensuring availability of appropriate evidence.

Monitoring and Assessment

14. With teachers, evaluate pupils' progress through a range of assessment activities.
15. Assess pupils' responses to learning tasks and where appropriate, modify teaching strategies to meet individual and/or group needs.
16. Monitor pupils' participation and progress and in line with school policies/procedures provide constructive feedback to pupils in relation to their progress and achievement.
17. Assist in maintaining and analysing records of pupils' progress.
18. Contribute to programmes of observation and assessment as planned by the teacher and mark tests, provide reports, evaluations and other information to assist in the provision of appropriate support for identified children.

Mentoring, Supervision and Development

19. Manage other teaching assistants including allocation and monitoring of work.
20. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
21. Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
22. Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings, INSET training other events when relevant and as requested.

Behavioural and Pastoral

23. To be a proactive, positive and professional member of the school community contributing to the overall ethos/work/aims of the school
24. To promote positive values, attitudes and behaviors, acting as a role model and setting high expectations.
25. Assist with behavior management anticipating and managing behaviour constructively. Deal promptly with conflict and incidents in line with established policy, promoting self-control and independence and encouraging pupils to manage and take responsibility for their own behavior.
26. Understand and implement school safeguarding and child protection policies/procedures and comply with legal responsibilities.
27. Provide support and assistance for children's pastoral needs, for example, caring for sick, injured or distressed children.
28. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
29. Supervise pupils in the playground and plan and organise play time activities.

Other

30. Any other duties required by the Headteacher, Assistant Head, SENCO and Class Teacher, which is within the scope of this post.
31. To treat all information relating to the children and families as strictly confidential
32. Assist with classroom administrative tasks e.g. photocopying, filing, general admin tasks.
39. At all times carry out duties with due regard to the school's Health and Safety, Data Protection, Equal Opportunities and confidentiality policies, reporting all concerns to an appropriate person.
41. To supervise pupils on school educational trips
42. To be a qualified First Aider (Training provided)

Person Specification: Higher Level Teaching Assistant

Knowledge/Qualifications: (including professional body qualifications, NVQs etc and Training) – What does the postholder need to know in order to be able to carry out the role to the level required.

- Higher Level Teaching Assistant standards or equivalent qualification or experience
- English and Maths GCSE at Grade C or above (or equivalent)
- Knowledge of National Curriculum
- Training in relevant learning strategies e.g. literacy
- Specialist skills/training in curriculum or learning area e.g. sign language, ICT
- Specific SEN Training e.g. ASD, Dyslexia

Skills/Abilities: Problem solving, creative thinking, team working, quality focus, customer service, report writing, IT skills, people management.

- Working knowledge and experience of implementing national/foundation stage curriculum
- Good understanding of child development and learning processes
- Good questioning, investigative, observation and assessment skills
- Ability to work with a team working environment and also able to work independently
- Can use IT effectively to support learning
- Excellent communication and interpersonal skills
- Ability to organise, lead and motivate a team
- Constantly improve own practice /knowledge through self-evaluation and learning from others
- Understand the importance of confidentiality and discretion and ability to maintain at all times
- Able to understand the standard of work expected from pupils and implement particular strategies and methods to help pupils to improve their learning and enjoyment of learning
- Understanding their role to assist and supervise pupils on particular tasks
- The expected outcomes of individual activities the length of time allocated to the task
- Managing the general housekeeping of classroom and supervision of pupils clearing up
- An ability to write and speak with confidence and accuracy, using accurate sentence structures and vocabulary.
- Good administrative and organisational skills

Experience: type, level and length.

- At least two years' experience of working with children and also working with children with special needs is essential

Personal Qualities: or character relevant to the job such as ability to work as part of a team, a caring attitude, a good listener, a sense of responsibility, a positive attitude etc.

- Genuine passion and a belief in the potential of every pupil
- Calm under pressure, adaptable and energetic
- A helpful, calm, caring and positive attitude
- Good listener and sensitive to pupils' needs
- A sense of responsibility
- Able to help implement the necessary routines and patterns to establish good behaviour management within the school
- A good sense of humour
- Flexibility and use of initiative is very important
- Excellent interpersonal skills and ability to establish good working relationships with all stakeholders
- Able to follow instructions accurately but make good judgments and lead when required using own initiative

Special Factors: e.g. hold driving license, work special hours, prepared to travel, attend evening meetings, hazardous conditions etc

- Needs to work flexibly to accommodate educational trips (may include residential)
- Responsibility for first aid if required
- Willing to occasionally support at school events outside of regular school hours e.g. evening performances or meetings, may include residential trips
- Commitment to equality of opportunity and the safeguarding and welfare of all pupils
- Willingness to undertake further professional development

This post is subject to an enhanced DBS disclosure.