



St. Helen's Primary School

Head Teacher: Mrs Julia Walker

Colne Road Bluntisham Cambridgeshire PE28 3NY

01487 841468 | office@st-helens.cambs.sch.uk



**Artsmark
Silver Award**
Awarded by Arts
Council England

POST HOLDER:

POST TITLE: High Level TA

SCALE: Level 4

RESPONSIBLE TO: Deputy Head and Headteacher

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Core Purpose:

Take a lead role within the school to address the needs of the pupils in overcoming barriers to learning. To have the ability to provide both planned and unplanned cover for teacher release time, working with the whole class, small groups and individuals without the direction of the teacher.

Key Responsibilities:

Supporting the Pupils

- Use continuous assessment to understand the needs of pupils to support effective learning.
- Contribute to the planning and preparation of learning activities.
- As directed by the class teacher, take responsibility for delivering planned curriculum activities.
- Encourage and promote the inclusion and acceptance of all pupils.
- Promote good pupil behaviour, supporting pupils in line with the behaviour policy.
- Contribute to and implement IBPs.
- Provide feedback to pupils in relation to progress and achievement.

Supporting the Teacher

- Organise and manage appropriate learning environment and relevant resources.
- Work with the Teacher in lesson planning, evaluating and adjusting plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide detailed and regular feedback to the teacher on pupil achievement, progress and other matters.
- Contribute to behaviour management within the school, applying the policy consistently.
- Administer routine tests and undertake routine marking under the direction of the teacher
- Undertake support activities for the teacher as required.

Supporting the Curriculum

- Deliver learning activities to pupils, adjusting activities according to pupil responses/needs.
- Be aware of, and comply with, policies and procedures, e.g. child protection, Code of Conduct for all adults, health and safety, security, confidentiality and data protection,



reporting all concerns to an appropriate person.

- Accompany staff and supervise pupils on visits, trips and out-of-school activities as required and take responsibility for small groups
- Develop and maintain professional and effective working relationships with parents/carers, external partners and other staff colleagues.
- Attend relevant meetings as required.
- Engage actively in the school's Performance Management Process
- Undertake professional development as required or identified through the Performance Management process

General Responsibilities:

- Take on any additional responsibilities which might from time to time be reasonably determined
- Create and maintain positive and supportive relationships with pupils, staff, parents and other partners including the Governing Body.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- To promote a flexible approach to meet the changing needs of the school..

This job description may be amended at any time after discussion with the Head teacher.

HLTA Person Specification

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
WELFARE OF CHILDREN	<ul style="list-style-type: none"> • actively committed to safeguarding and promoting the welfare of children and young people 	<ul style="list-style-type: none"> • up to date first aid qualification including administering an epipen
KNOWLEDGE	<ul style="list-style-type: none"> • Ability to utilise strategies to support students in achieving learning goals. • Promote good pupil behaviour, and deal promptly with conflict and incidents in line with school policy. • Ability to undertake pupil record keeping as requested. • Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils' learning styles. • Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection. • Knowledge of how to support intervention programs and provide appropriate feedback to teachers. 	<ul style="list-style-type: none"> • Ability to utilise strategies to support students in achieving learning goals.
SKILLS AND ABILITY	<ul style="list-style-type: none"> • Establish good working relationships with pupils, acting as a role model. • Encourage pupils to interact with others and engage in activities led by the teacher. • Provide detailed and regular feedback to teachers on pupils' achievements and progress. • Support the use of ICT in learning activities and develop pupils' competence and independence in its use. 	

EXPERIENCE	<ul style="list-style-type: none"> • Good understanding of national curriculum and other learning programs/techniques. • Good understanding of child development and learning. • Ability to relate well to children and adults. • General awareness of inclusion, especially within a school setting. • Experience of working with primary aged children. 	<ul style="list-style-type: none"> • Planning for and managing teaching assistants • Working with pupils with a variety of SEN needs • Provision for high ability / gifted and talented pupils
EQUALITY	<ul style="list-style-type: none"> • understanding and commitment to the principles of equal opportunities 	
QUALIFICATIONS	<ul style="list-style-type: none"> • HLTA qualification, level 3 Teaching Assistant qualification or QTS • Willingness to undertake appropriate first aid training. 	<ul style="list-style-type: none"> • Training in relevant learning strategies e.g. literacy/numeracy.
PROFESSIONAL DEVELOPMENT	<p>Commitment to:</p> <ul style="list-style-type: none"> • Safeguarding and promoting the welfare and rights of young people. • Acceptance of the principles underlying equal opportunities and diversity. • Effective team work. • Own performance management and to continued, relevant, professional, development. 	

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