Job Description	
Post:	Higher Level Teaching Assistant
Pay Scale:	Grade 6 (SCP) 19-24
Responsible to:	Headteacher
Main Location:	School based

Main Duties

It is expected at Grade 6 that the postholder will work collaboratively with teachers in planning and delivering teaching and learning activities to enable access to learning which will be in addition to undertaking the core duties outlined in the Level 1, Level 2 and Level 3 job descriptions.

- To complement the work of teachers, with responsibility for teaching and learning activities which may include planning, preparing and delivering specialist support to individual pupils, groups and/or leading learning activities within an area of specialism.
- To deliver whole class teaching cover, for example during teacher's PPA time.
- To be responsible for the management and development of a specialist area within the school and/or supervision of other teaching assistants, including allocating and monitoring work, mentoring and training.
- To be committed to safeguarding and promoting the welfare of children and young people.

Support for the Teacher & Pupils

Help to keep children safe by:
- preparing and maintaining a safe and hygienic environment.
- dealing with accidents, emergencies and illness.
- supporting the safeguarding of children.
- supervising pupils during the school day, for example playground and lunchtime duties
- supporting and implementing pupils' personal care programmes.
- encouraging children's positive behaviour.

Plan, deliver and evaluate teaching and learning activities by:
- planning, preparing and delivering teaching and learning activities for individual pupils. and groups under the direction of a teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils.
- being responsible for a class, delivering teaching and learning activities in the absence of the teacher.
- assessing the needs of individual pupils and providing specialist support for pupils with learning, behavioural or communication difficulties, where English is not their first language, gifted and talented pupils, and/or support within a particular curriculum area.
- delivering local and national learning strategies and programmes of work for individuals, groups and whole classes.

Support pupils' learning activities by:
- assessing, supervising and supporting pupils using in-depth knowledge of the curriculum and learning needs.
- engaging pupils with activities, promoting independent learning and utilising strategies
- recognising and rewarding achievement.
- encouraging cooperation and interaction between pupils.
- providing feedback to pupils and the parents/cares about their progress and achievements in line with expectations.
- organising and maintaining an effective learning environment and resources.

Promote positive behaviour by:
- implementing agreed behaviour management strategies.
- supporting pupils in taking responsibility for their learning and behaviour.
- establishing rapport and respect with pupils, acting as a role model and setting high expectations.
- promptly addressing any incidents, in line with school policies.

Develop and promote positive relationships by:
- establishing and developing positive relationships with children and adults including parents, carers and other professionals.
- supporting children in developing positive relationships.
- promoting inclusion and acceptance of all pupils within the classroom.
- maintaining working relationships with other practitioners.

Support the development and effectiveness of work teams by:
- managing and leading the teaching assistants within school, including recruiting, training and developing the team to continually improve.
- contributing to the development of wider the school team.
- providing administrative support to the teacher/department.
- establishing constructive relationships with other professionals and developing multi-agency approaches to supporting pupils where appropriate.

Reflect on and develop practice by:
- reflecting on own professional practice, seeking feedback and learning from others.
- enthusiastically seeking opportunities for continuing professional development.

Use information and communication technology to support pupils' learning by:
- undertaking the preparation of ICT to support pupils' learning.
- supporting pupils' learning and confidence using ICT.

Leading or motivating volunteers by:
- Briefing volunteers on work requirements and responsibilities.
- Helping volunteers to solve problems during volunteering activities.
- Debriefing and giving feedback to volunteers on their work.

Supporting learners by mentoring in the workplace by:
- Planning the mentoring process.
- Setting up and maintaining the mentoring process.
- Giving mentoring support.

Support for the School

Provide information to aid policy formation and the improvement of practices and provision by:
- providing information and advice to aid development of strategies, policies, practice and provision.

Organise cover for absent colleagues by:
- arranging cover for absent colleagues.
- monitoring and reviewing cover arrangements.

Organise and supervise travel by:
- making travel arrangements for pupils and colleagues.
- supervising travel.

Support competence achieved in the workplace by:
- Assessing performance in the workplace against agreed standards.
- Giving staff members support in the workplace and feedback on their performance.
- Providing learning opportunities for colleagues.

Professional standards and development

- Take responsibility for and participating in continuing professional development.
- Be a role model to students through appropriate personal presentation and professional conduct.
- Support all the School's policies and ethos.
- Establish effective working relationships with professional colleagues both in school and as part of the school's learning community and network.
- Responsible for the health, safety and welfare of self and colleagues in accordance. with the School's Health and Safety policies and procedures and current legislation.
- Reflect on own professional practice.

Continuing professional development and formation

- Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance. Management/Appraisal process – evaluating and improving your own practice.

General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.

These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.

The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.

It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.

Person Specification		
Key E Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application		
	Essential / desirable	**Evidence**
Qualifications		
HLTA status	Essential	A/C
To possess a relevant NQF/QCF Level 3 qualification	Essential	A/C
To possess GCSE English and Mathematics at Grade A*-C, or GCSE Level 4 - 9, or a Level 2 qualification in Literacy and Numeracy. or CSE Grade 1 in English and Mathematics	Essential	A/C
Trained in relevant learning strategies and/or specialist training in a curriculum or learning area	Essential	A/C
Foundation Degree	Desirable	A/C
Training in special educational needs strategies	Desirable	A/C
First Aid Certificate	Desirable	A/C
Knowledge & Experience		
Experience in delivering lessons in your area of expertise to individuals, groups and whole classes under supervision	Essential	A/I
Experience of planning, delivering and evaluating teaching and learning activities effectively	Essential	A/I/R
Experience of differentiating activities, and preparing and developing resources to meet learning needs and contributing to Individual Education Plans	Essential	A/I
Experience of working effectively within a team environment and building effective working relationships with pupils and colleagues	Essential	A/I/R
Understanding and working knowledge of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc	Essential	A/I/R
Experience of working within a schools' ethos and supporting the aims of the school	Essential	A/I
Experience leading, managing and motivating a team	Essential	A/I

Understanding and working knowledge of principles of child development learning styles and independent learning	Essential	A/I
Full working knowledge of relevant policies/codes of practice/legislation	Essential	A/I
Working knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	Essential	A/I/R
Knowledge of the school and its setting/community	Essential	A/I
Understanding of equal opportunities and inclusion and how these apply within a school setting	Essential	A/I
Able to demonstrate a commitment to improving own knowledge and practice	Essential	A/I
Effective organisational skills to manage conflicting deadlines and work under pressure	Essential	A/I
Ability to manage the performance of a team and identify development needs	Essential	A/I/R
Motivated and keen to develop own knowledge and practice by seeking opportunities for continuing personal development	Essential	A/I
Committed to working within the schools' policies and procedures and adhering to safe working practices	Essential	A/I
Flexible in approach and able to meet the changing demands of the role	Essential	A/I
Technical Skills & Ability		
Experience of effectively using ICT technology to advance learning, e.g. computer, photocopier, interactive whiteboard	Essential	A/I/R
Experience of providing clerical/administrative support.	Essential	A/I
The ability to organise and manage learning activities in ways which keep children safe.	Essential	A/I/R
Creative skills and resourcefulness to develop and adapt learning activities to meet different objectives	Essential	A/I
Excellent written and verbal communication skills	Essential	A/I
Special working conditions		
Ability to attend the occasional meeting outside of school hours	Essential	I

Ability to provide personal care to pupils – for example assisting with dressing, toileting if necessary	Essential	I
Personal characteristics		
Interpersonal skills and the ability to build and maintain relationships with pupils, based on mutual respect	Essential	A/I/R
Ability to communicate effectively and sensitively with children, their parents/carers and colleagues	Essential	A/I/R
Ability and commitment to work collaboratively and co-operatively with colleagues	Essential	A/I/R
The ability to promote a positive ethos, actively encourage and motivate children to advance their learning	Essential	A/I
The ability to actively encourage and motivate children to advance their learning	Essential	A/I/R
Demonstrate a positive attitude to continuing personal development	Essential	A/I
Flexible and dedicated approach to work	Essential	A/I/R
Commitment to Safeguarding and protecting the welfare of children and young people	Essential	A/I/R
Commitment to equality and diversity	Essential	A/I
Commitment to good attendance at work	Essential	A/I/R
Commitment to continuing professional development	Essential	A/I/R