**SUMMARY OF MAIN DUTIES / RESPONSIBILITIES**

**Job Title:**

Higher Level Teaching Assistant

**Job Purpose:**

To complement the professional work of teachers by covering PPA across the school and leading various programmes under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring students and assessing, recording and reporting on students’ achievement, progress and development.

**Main Duties/Responsibilities**

SUPPORT FOR STUDENTS

* Assess the needs of students and use detailed knowledge and specialist skills to support students’ learning
* Establish productive working relationships with students, acting as a role model and setting high expectations
* Promote the inclusion and acceptance of all students within the classroom
* Encourage students to interact and work co-operatively with others and engage all students in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Provide feedback to students in relation to progress and achievement
* Develop and implement 4 plus 1s
* Support students consistently whilst recognising and responding to their individual needs

### SUPPORT FOR THE TEACHER

* Organise and manage appropriate learning environment and resources
* Provide objective and accurate feedback and reports as required on student 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
* Support the role of parents in students’ learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
* Produce lesson plans, worksheet, plans etc.
* Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
* Administer and assess/mark tests and invigilate exams/tests

SUPPORT FOR THE CURRICULUM

* Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
* Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students’ skills
* Use ICT effectively to support learning activities and develop students’ competence and independence in its use
* Advise on appropriate deployment and use of specialist aid/resources/equipment
* Select and prepare resources necessary to lead learning activities, taking account of students’ interests and language and cultural backgrounds

SUPPORT FOR AUDENSHAW PRIMARY

* Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
* Work alongside the school’s Leadership Team in organising and managing the Early Help Assessments already in place, and to lead future EHAs as they are needed. Training will be given to fulfil this role.
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of Audenshaw Primary School
* Establish constructive relationships and communicate with other agencies and professionals, in liaison with the teacher, to support achievement and progress of students
* Attend and participate in regular meetings
* Participate in training and other learning activities as required.
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
* Deliver out of school learning activities within guidelines established by the school
* To support, uphold and contribute to the development of the school Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
* Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
* Take the initiative as appropriate to develop multi-agency approaches to supporting students
* Plan, deliver, assess and report back to teacher
* Cover classes for planned and unplanned absences

RESOURCES

* Determine the need for, prepare and maintain general and specialist equipment and resources
* Help students access specialist learning resources as required
* Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students

**HIGHER LEVEL TEACHING ASSISTANT – PERSON SPECIFICATION**

The Governors of Audenshaw Primary School wish to appoint a highly skilled and enthusiastic Higher Level Teaching Assistant.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Essential** | **Desirable** |
|  | **EXPERIENCE** |  |  |
|  | Previous experience of working with children in EY/KS1/KS2 | **√** |  |
|  | Previous supervisory experience | **√** |  |
|  | Working with or caring for children with additional needs | **√** |  |
|  | Safeguarding / Child Protection Training | **√** |  |
|  | Recording and monitoring data using appropriate systems | **√** |  |
|  | Previous experience of covering whole classes across EY/KS1/KS2 | **√** |  |
|  | **QUALIFICATIONS and TRAINING** |  |  |
|  | Meet HLTA Standards / equivalent qualification  (or comparable level of experience) | **√** |  |
|  | GCSE’s eg English or maths grade C or above |  | **√** |
|  | ILM (NEBS) or equivalent supervisory experience |  | **√** |
|  | Training in appropriate strategies or willingness to undertake training within agreed timescales | **√** |  |
|  | Relevant First Aid qualification |  | **√** |
|  | **SKILLS** |  |  |
|  | Excellent communication and listening skills to deal with both children and adults | **√** |  |
|  | Ability to use and implement a variety of strategies in order to deal with whole classroom and individual behaviour |  | **√** |
|  | Ability to lead, organise and motivate a team | **√** |  |
|  | Ability to work under supervision and as a team member | **√** |  |
|  | Be able to demonstrate a flexible approach to work. | **√** |  |
|  | Ability to use initiative and work independently. | **√** |  |
|  | Ability to use ICT effectively to support all areas of learning | **√** |  |
|  | **KNOWLEDGE and UNDERSTANDING** |  |  |
|  | Good understanding of child protection / safeguarding issues. | **√** |  |
|  | Understanding of the needs of young learners, the principles of child development and learning processes | **√** |  |
|  | Knowledge of national / foundation stage curriculum and other relevant learning programmes |  | **√** |
|  | Knowledge of the process of implementing one-to-one support. | **√** |  |
|  | Knowledge of health and safety |  | **√** |
|  | Understanding of relevant policies, codes of practice and an awareness of relevant legislation | **√** |  |
|  | Knowledge and experience of home / school links | **√** |  |
|  | Up to date knowledge of the new SEN code of practice | **√** |  |
|  | **PERSONAL QUALITIES** |  |  |
|  | To have a warm and caring character. | **√** |  |
|  | To demonstrate patience and understanding towards children and enjoy being in their company. | **√** |  |
|  | To be willing to make a positive contribution to all areas of school life. | **√** |  |
|  | **LEGAL ISSUES** |  |  |
|  | Legally entitled to work in the UK. | **√** |  |

**Professional values and practice**

1.1 They have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.

1.2 They build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners.

1.3 They demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.

1.4 They work collaboratively with colleagues, and carry out their roles effectively, knowing when to seek help and advice.

1.5 They are able to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.

1.6 They are able to improve their own practice, including through observation, evaluation and discussion with colleagues.

**Knowledge and understanding**

2.1 They have good understanding of their specialist area to support pupils' learning, and are willing to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.

2.2 They are familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and appropriate age ranges.

2.3 They understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.

2.4 They know how to use ICT effectively to advance pupils' learning, and can use a range of ICT tools for their own and pupils' benefit.

2.5 They know the key factors that can affect the way pupils learn.

2.6 They have achieved a qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

2.7 They are aware of and understand the statutory frameworks relevant to their role.

2.8 They understand the legal definition of Special Educational Needs / Disabilities (SEND), and are familiar with the guidance about meeting SEND given in the SEN Code of Practice.