**Job Outline and Person Specification**

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| **Position Title** | **Higher Level Teaching Assistant** |
| **Location** | The Promise School  |
| **Reporting to** | Deputy Principal and SENDcO |
| **Job Term** | Permanent |
| **Hours** |  |
| **Work pattern** |  |
| **Grade / Salary** | E |
| **Organisation** | The Dartmoor Multi-Academy Trust |

There are 17 schools within The Dartmoor Multi Academy Trust, 3 secondary and 14 primary schools.

Upon appointment, your main place of work will be The Promise School, but you may be required to work across all the schools within Dartmoor Multi-Academy Trust at any time as directed by the Executive Group / Principal.

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

**Job Purpose**

To complement the professional work of teachers by taking responsibility for agreed learning activities 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 pupils and assessing, recording and reporting of pupils’ achievement, progress and development.

**MAJOR RESPONSIBILITIES**

To work under an agreed system of supervision/management to deliver learning and to be a specialist knowledge resource by:

* Leading the planning cycle under supervision.
* Delivering, assessing and monitoring literacy and numeracy interventions to identified students.
* Delivering lessons to groups/whole classes.
* Managing other staff, including daily line management of the teaching assistant team.

**DUTIES**

Support the assigned teacher by:

* Organising and managing an appropriate learning environment and resources.
* Within an agreed system of supervision, planning challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate.
* Administering and assessing/marking tests including whole school screening tests for spelling ages and supporting the additional examination arrangements process as well as invigilating exams/tests.
* Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
* Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
* Supporting the role of parents in pupils’ learning and contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
* Producing lesson plans, worksheets, plans etc.

Supporting pupils by:

* Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils’ learning.
* Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning.
* Developing and implementing SEN Summary’s.
* Promoting the inclusion and acceptance of all pupils within the classroom.
* Supporting pupils consistently whilst recognising and responding to their individual needs.
* Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities.
* Promoting independence and employing strategies to recognise and reward achievement of self-reliance.
* Providing feedback to pupils in relation to progress and achievement.

Support the curriculum by:

* Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs.
* Delivering local and national learning strategies, e.g. literacy, numeracy, early years and making effective use of opportunities provided by other learning activities to support the development of pupils’ skills.
* Using ICT effectively to support learning activities, develop pupils’ competence and independence in its use.
* Selecting and preparing resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
* Advising on appropriate redeployment and use of specialist aid/resources/equipment.

Support the schools by:

* Complying with assisting the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
* Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
* Contributing to the overall ethos/work/aims of the schools.
* Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
* Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils including being Lead Professional for Team Around the Family meetings and documenting on Right for Children.
* Recognising own strengths and areas of expertise and using these to lead, advise and support others.
* Delivering out of school learning activities within guidelines established by the school.
* Contributing to the identification and execution of appropriate out-of-school learning activities which consolidate and extend work carried out in class.

To Undertake Line Management Responsibilities Where Appropriate by:

* Managing other teaching assistants.
* Liaising between managers/teaching staff and teaching assistants.
* Holding regular team meetings with managed staff.
* Representing teaching assistants at teaching staff/management/other appropriate meetings.
* Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants.

**Data Protection / General Data Protection Regulations Compliance**

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to:

* + Acceptable Use Policy
	+ Records Retention Policy
	+ Personal Data Breach Procedure
	+ Employee Code of Conduct
	+ E-safety Policy
	+ Social Media Policy
	+ Use of Personal Devices Policy

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment (for example, pupil lists for the purposes of lesson planning or other activities to support teaching and learning). This reflects the custom and practice of those contracts of employment starting on the first day of term while recognising the need to be aware of and plan to support pupil needs.

**Person Specification**

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| **Category** | **Requirements** | **Essential/ Desirable** |
| **Education/ Training** | * HLTA status (or QTS).
 | Essential |
|  | * Qualifications in English/Maths to GCSE Grade A-C.
 | Essential |
|  | * Other relevant qualifications (e.g. Foundation Degree in Education).
 | Desirable |
| **Experience** | * Experience of working in a secondary school with children across all key stages.
 | Essential |
|  | * Training or expertise in a relevant curriculum or other learning area (e.g. ICT, Maths or English).
 | Essential |
|  | * Leading and managing other support staff.
 | Desirable |
| **Knowledge** | * HLTA Standards.
 | Essential |
|  | * Relevant policies, codes of practice and legislation including safeguarding.
 | Essential |
| **Skills/Abilities** | * Plan effective activities for pupils at risk of underachieving.
 | Essential |
|  | * Be able to organise and implement planning.
 | Essential |
|  | * Work independently.
 | Essential |
|  | * Positive approach to behaviour management.
 | Essential |
|  | * Calm under pressure and able to adapt to change quickly.
 | Essential |
|  | * Use coaching and mentoring skills with adults and pupils.
 | Desirable |
|  | * Demonstrate leadership and line management skills.
 | Desirable |

**All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the**

**welfare of children and young people, and expect all staff and volunteers to share this commitment.**

**The successful candidate will be required to undertake an Enhanced Disclosure via the Disclosure**

**Barring Service (DBS).**