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**Trewirgie Junior School**

**Job Description – HLTA**

**Hours: 30 hours a week, 25 hours class-based and 5 lunchtime cover**

**POST TITLE: Higher Level Teaching Assistant (Behaviour/ Pastoral)**

**GRADE: H1**

**PURPOSE OF THE JOB**

To monitor the implementation of the behaviour policy and share this information with the pastoral team. To agree specific actions with the pastoral team arising from behaviour data and implement agreed programmes for individuals, groups or whole classes. To implement specific targeted programmes of teaching or intervention as through liaison with the Head Teacher which will be usually focused on behavioural or pastoral needs.

To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies. To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/ preparation of resources.

**Main Duties**

Planning

1. Plan and prepare lessons with teachers/TAs, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/ work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out- of-school contexts in line with schools policies and procedures.

Teaching and Learning

1. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes. This will be usually focused on lea ding pastoral sessions arising from information about issues in classes.
2. Provide detailed verbal and written feed back on lesson content,

pupil responses to learning activities and pupil behaviour, to teachers and pupils.

1. Motivate and progress pupils’ learning by using clearly structured, interesting teaching and learning activities.
2. Support the teaching of the curriculum through whole class support and group support and assist pupils to access the full curriculum. Be familiar with lesson plans, individual targets and learning objectives,

especially in the area of pastoral or behaviour support or intervention.

1. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop. This may include

developing specific programmes of intervention with the Year Group leads for pupils with specific pastoral needs or targets.

1. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
2. 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. Encourage colleagues at all levels to use the school policies for behaviour.

1. 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 where the

assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.

1. Organise and safely manage the appropriate learning environment and resources including playground spaces, and equipment which promote children’s enjoyment and positive play
2. Pro mote and reinforce children’s self esteem and independence and employ strategies to recognise and reward achievement of self-

reliance

1. Assist the class teacher in encouraging acceptance and integration

of children with special needs, or from different cultures and / or with different first language.

1. Support the role of parents in pupils’ learning and contribute to /lea d meetings with parents to provide constructive feed back on pupil

progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

## Monitoring and Assessment

1. With teachers evaluate pupils’ progress through a range of assessment activities.
2. Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and / or group needs.
3. Monitor pupils’ participation and progress and provide constructive feed back to pupils in relation to their progress and achievement, specific ally in relation to behaviour and pastoral progress.
4. Assist in maintaining and analysing records of pupils’ progress.
5. Contribute to programmes of observation and assessment as

planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for

specific children.

1. Support the teaching staff with reporting pupils’ progress and

achievements at parents meetings which are usually held outside school hours.

1. To monitor data within the school behaviour system, following up

information with teachers and other staff. To share data with pastoral team, and use data to agree actions for work with pupils.

## Mentoring, Supervision and Development

1. Manage other teaching assistants/ play staff and undertake

recruitment, induction, appraisal, training and mentoring for other teaching assistants.

1. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
2. Support and guide other less experienced teaching assistants/ play staff’ work in the classroom / playground when required and lea d training for other teaching assistants/ play staff.
3. 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 and training days/ events as requested.

## Behavioural and Pastoral

1. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal

opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

1. Understand and implement school child protection procedures and comply with legal responsibilities.
2. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
3. Provide support and assistance for children’s pastoral needs, for example, dressing, caring for sick, injured or distressed children.
4. Provide physic al support and maintain personal equipment used by the children at the school.
5. 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.

1. Assist teachers by receiving instructions directly form professional or specialist support staff involved in the children ’s education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapist

## Other

1. Any other duties required by the class teacher,

or the Headteacher, which is within the scope of this post.

1. At all times carry out duties with due regard to the school’s Health and Safety policy.
2. To work within and encourage the school’s Equal Opportunity policy and contribute to diversity policies and programmes in relation to

discriminatory behaviour.

# HLTA PERSON SPECIFICATION

The person specification sets out the criteria to be used in determining

whether an individual is likely to be able to undertake the duties in the job description.

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| **EDUCATION & EXPERIENCE** |
| 1. Meet HLTA standards or equivalent qualification or experience. 2. Hold relevant qualifications at a level equivalent to at least NVQ level 3. 3. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test). 4. Attend induction training; training as appropriate and training relevant to the post, including behaviour management and Child Protection training. 5. Training in relevant learning strategies e.g. literacy. 6. A minimum of two years’ experience of working with children (either paid or unpaid capacity) preferably in an education setting. 7. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty. |
| **KNOWLEDGE & UNDERSTANDING** |
| 1. Knowledge of the requirements of the national literacy and numeracy strategies. 2. Knowledge & understanding of the National Curriculum 3. Understanding of behaviour management strategies. 4. Understanding of First Aid procedures. |
| **SKILLS** |
| 1. Effective oral and written communication skills. 2. Excellent interpersonal skills both in working relationship with young pupils and |

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| in forming effective professional relationships with a wide range of contacts.   1. Good organisational and time management skills. 2. Sound IT skills to support learning and maintain electronic information systems. |
| **ABILITIES** |
| 1. Able to form and maintain appropriate professional relationships and boundaries with children and young people. 2. Ability to organise, lea d and motivate a team. 3. Ability and willing ness to work constructively as part of a team 4. Ability to supervise pupils effectively both in and out of school in line with the school’s behaviour policy. 5. Ability to organise the classroom activities e.g. preparing and setting out resources. 6. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L. 7. Ability to deal with sensitive information in a confidential manner. 8. Ability to help children and young people to transfer their learning to other parts of their lives. 9. Ability to provide a good role model to young pupils. 10. Ability to work in partnership with parents and teachers. 11. Ability to use own initiative and work flexibly. |
| **OTHER** |
| 1. Willingness to attend school training sessions. 2. Empathy with young people facing barriers to their learning. 3. A commitment to helping young pupils achieve, through education and learning. |

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| 30. An understanding of and a genuine commitment to Equal Opportunities. |