

# Higher Level Teaching Assistant

Job description and person specification

# Job description

**Post title:** Higher Level Teaching Assistant

**Salary:** Grade 5

**Working hours:** 37 hours, term time only

Diverse Academies is a multi-academy trust with a vision to inspire, to raise aspirations and to create brighter tomorrows. Across primary, secondary and special settings, we share a common mission to nurture curiosity, develop wellbeing and empower children and young people to go beyond their aspirations. Together, we believe we can make a difference in our diverse communities, and in the lives of those who learn with us and work with us.

We empower. We respect. We care.

## Purpose of the post

- To complement the professional work of teachers by taking responsibility for agreed learning activities. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes, monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. Both academically, socially and emotionally.
- To be responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

## Main duties and responsibilities

- Pastorally supporting the holistic development of pupils
- Thorough and deep knowledge of all SEN pupils in school and supporting teachers within the classroom
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning
- Liaising sensitively and effectively with parents and carers with regards to their role in pupils' learning and respecting confidentiality
- Being familiar with age related expectations of pupils, the main teaching methods and assessment framework in the relevant subjects
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations
- Developing and implementing Individual Education/Behaviour/Personal Care Plans
- Promoting the inclusion and acceptance of all pupils within an educational environment



- Supporting pupils consistently whilst recognising and responding to their individual needs, encouraging interaction and cooperative work with others
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress, achievement and problems
- Undertaking activities with individuals, groups or whole classes to ensure their safety and facilitate their physical, emotional, social and educational development
- Taking the initiative as appropriate to develop relevant multi-agency approaches to supporting pupils
- Organising and managing appropriate learning environment and resources in conjunction with the teacher where appropriate
- Within an agreed system of supervision, planning challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate, selecting and preparing a range of teaching resources that meet the diversity of pupils' needs and interests
- Monitoring and evaluating pupils' 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, to the teacher, or other responsible staff member and outside agencies as appropriate, 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/carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc
- Administering and assessing routine tests and invigilate exams/tests
- Undertaking home visits
- Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Facilitating smooth transition between educational phases
- Producing lesson plans, worksheets, plans etc
- Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Delivering local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Using ICT effectively to support learning activities and 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 deployment and use of specialist aid/resources/equipment
- 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
- Managing other teaching assistants
- Holding regular team meetings with managed staff
- Undertaking induction/appraisal/training/mentoring for other teaching assistants
- Supporting Extra Curricular Activities under the supervision of a teacher or trip leader
- Willing to undertake continuous professional development

## Additional

- We all have a responsibility for providing and safeguarding the welfare of children and young people we are responsible for or come into contact with.
- Collectively, we share and co-develop best practice for the benefit of all our academies.
- We promote the employment of people with disabilities and will make any adjustments considered reasonable to the above duties.
- You will have the opportunity to access the very best professional development and therefore may be required to attend, from time to time, training courses, conferences, seminars or other meetings.
- This job description is not an exhaustive list of duties and the post holder will be required to undertake any other reasonable duties discussed and directed by the line manager.
- We empower our colleagues to enable our students and pupils to meet the highest possible standards, and we recognise that all our staff have a role in improving student outcomes.
- The contents and allocation of particular responsibilities and duties may be amended after consultation from time to time as part of a broader structural review.
- We have an established framework of core principles and practice to which all our academies subscribe, which are developed and agreed on in collaboration.
- It is a condition of your employment you are expected to adhere to our policies, procedures and guidelines.



## Person specification

The following qualities are all deemed fundamental to the requirements of the post. The Trust will, therefore, be seeking evidence of these in the selection process, which will include the application, interview(s) and references.

The Trust is seeking to appoint highly skilled, dynamic, flexible and committed staff with the potential to help us realise our vision and strategic objectives. The appointing panel will, therefore, require sufficient evidence of ability and achievement in each of the following areas in order to make an appointment.

| Category  | Essential | Desirable | Evidence          |
|---|-----------|-----------|-------------------|
| Qualifications  |           |           |                   |
| GCSE English and maths at C (or above) Grade (or equivalent)  | ✓         |           | Application form  |
| Relevant information, communication and technology qualification e.g. ECDL etc.   |           | ✓         |                   |
| NVQ level 3 for Teaching Assistants or equivalent qualification or experience together with a working knowledge of national curriculum and other relevant learning programmes/strategies. | ✓         |           |                   |
| HLTA status - Or working towards  |           | ✓         |                   |
| Knowledge and understanding   |           |           |                   |
| Relevant and recent experience of working with young people   | ✓         |           | Application form  |
| Experience of working with young people with special educational needs and/or disabilities  | ✓         |           |                   |
| A thorough and practical understanding of issues related to improving students' progress and ensuring equality of opportunity both in and out of the classroom                            |           | ✓         | Interview         |
| Experience of supporting young people with improving literacy and numeracy skills as well as development social skills.   |           | ✓         | Portfolio of work |
| Good numeracy and literacy skills   | ✓         |           | References        |
| Confident using technology  | ✓         |           |                   |
| Commitment to the safeguarding and welfare of all students and providing equality of opportunity  | ✓         |           |                   |
| Skills and attributes   |           |           |                   |
| Good interpersonal and communication skills   | ✓         |           | Application       |
| Able to work constructively as part of a team and as an individual  | ✓         |           |                   |
| Flexibility, empathy and patience   | ✓         |           |                   |
| Able to forge positive relationships with young people  | ✓         |           | Interview         |
| Good planning and organisational skills with the ability to manage conflicting demands and meet deadlines   | ✓         |           | Portfolio of work |
| Friendly and approachable   | ✓         |           |                   |
| Ability to communicate effectively, orally and in writing with pupils and teachers  | ✓         |           | References        |
| Ability to be self-motivated and work from own initiative   | ✓         |           |                   |

|   |   |   |                       |
|---|---|---|-----------------------|
| Shows commitment to a supportive, coaching culture  | ✓ |   |                       |
| Committed to ongoing personal and professional development  | ✓ |   |                       |
| Core  |   |   |                       |
| Able to work flexibly including some travel across the geographic coverage of the Trust   |   | ✓ | Interview             |
| The post holder will be subject to an enhanced Disclosure & Barring Service check   | ✓ |   | Pre-employment checks |
| Prior to confirming an appointment to the Trust, individuals are asked to complete a medical questionnaire in order that the Trusts Occupational Health provider can ascertain their medical fitness for the post | ✓ |   |                       |