

CORNWALL COUNCIL**JOB DESCRIPTION****School Based**

Job title:	Higher Level Teaching Assistant
Grade:	2
Responsible to:	Teaching staff, SENCO, Head of Department, Deputy Headteacher
Direct supervisory responsibility:	None
Indirect supervisory responsibility:	None
Important Functional Relationships:	<u>Internal:</u> Headteacher, Heads of department, teachers, pupils, teaching support staff, SENCOs. <u>External:</u> Governors, parents, Education Welfare Officers, Educational Psychologists, LEA departments and advisers.

Main purpose of the job

To take a pro-active role as a key member of a multi-disciplinary team in the support of pupils, teachers, the curriculum and the school. To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision.

Duties and responsibilities:Support for teachers

1. To assist the teacher in the planning of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned.
2. To produce lesson plans, worksheets etc as agreed with the teacher.
3. To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs.
4. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision.
5. To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.
6. To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.
7. To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required.

8. To meet with teachers, co-ordinators and SENCOs on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).
9. To assist teachers in making smooth transitions between educational phases for pupils.
10. To administer and invigilate examinations and tests as required by the teacher.
11. To undertake some marking of tests in accordance with school policies and in consultation with the teacher.
12. To support the teacher in the assessment of pupils' progress through feedback of observations of pupils.

Support for the Curriculum

13. To deliver local and national learning strategies (eg: literacy, numeracy, KS3, foundation stage, etc) and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the pupils to learn as effectively as possible.
14. To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
15. To encourage the use of ICT and advance pupils' knowledge of ICT during the lesson.
16. To develop and update IEPs. To assess, monitor and record pupils' progress through IEPs, and make appropriate alterations to IEPs in order to ensure pupils' progress.
17. To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities. To select and prepare teaching resources so as to deliver learning activities and recognise the diversity of pupils' needs and interests.
18. To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources.
19. To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.

Support for pupils

20. To encourage pupils to interact and work co-operatively with others and to engage all pupils in learning activities.
21. To assess, monitor and record pupils' progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or headteacher as appropriate.
22. To contribute to the development of multi-agency approaches to supporting pupils.
23. To liaise with parents and carers on pupils' progress, difficulties, achievements and other relevant matters, ensuring sensitivity and respect with regard to such communications.
24. To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils.

25. To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance.
26. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.
27. To provide feedback to pupils in relation to all forms of progress and achievement.
28. To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils' self-control and independence.
29. To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the school's established Behaviour Policy to ensure an orderly and constructive environment for the class.

Support for the School

30. To assist with lunch and break time supervision of pupils on a rota basis in accordance with the school's procedures for playground supervision.
31. To accompany pupils on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines.
32. To deliver other out of school learning activities as agreed with the teacher/head of department.
33. To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.
34. To network and establish constructive relationships with other relevant agencies and professionals with regard to the development of effective working practices, policies and strategies to support pupils' progress and achievement.
35. To administer minor first aid (as trained) and medically prescribed drugs (as per the approved procedure). To assist with pupils who are sick as needed.
36. To carry out administrative tasks associated with all of the above duties.
37. To remain aware and work within all relevant school working practices, policies and procedures. To contribute to the development of policies and procedures including child protection, Health and Safety, security, confidentiality and other key procedures.
38. To attend staff meetings and school-based INSET as required.
39. The post holder is responsible for his/her own self-development on a continuous basis.
40. To contribute to the overall ethos and aims of the school.
41. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
42. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
43. To undertake other duties appropriate to the grading of the post as required.

44. To maintain confidentiality of information acquired in the course of undertaking duties for the department.

Prepared by: Cornwall Council

Date: April 2004 (Grade updated Nov 2022)

PERSON SPECIFICATION**Job title:** Higher Level Teaching Assistant**Department:** School based**Person specification prepared by:** Cornwall Council**Date:** April 2004

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Relevant Experience	Good standard of practical knowledge, skills and experience of working with pupils within a learning environment.	Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups.	Application form. Interview.
Education & Training	Attainment of GCSE's grade C/ NVQ level 2 or above in English & Maths (or able to demonstrate equivalent levels of numeracy & literacy). Meet the HLTA standards through completion of the recognised HLTA training and assessment routes.	Working towards attainment of a recognised teaching qualification.	Application form.
Special Knowledge & Skills	Good listening & communication skills. ICT skills – able to support learning through ICT. Working knowledge of implementing relevant learning programmes. Knowledge of statutory frameworks relating to teaching. Practical skills relating to planning and utilising individual learning programmes.		Application form. Interview.
Any Additional Factors	Self-motivated, able to lead and motivate a team. An interest in pupils, ability to relate well to children and adults. Ability to work to deadlines and methodical approach to work. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.		Interview.

GLPC JOB EVALUATION SCHEME
JOB INFORMATION QUESTIONNAIRE

Cornwall Council

Job Title:	Higher Level Teaching Assistant (No Supervisory Responsibility)
Present Job Grade:	2
Department:	Children, Schools and Families
Service:	Schools
Section:	Schools
Job Evaluation Code:	CYSH061
Immediate Line Manager's Job Title:	

CONTENTS AGREED BY: Name of Job Analyst: Nicky Cook and Liz Sandland Date: 24 May 2004	Name of Manager: Date:
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Supervision / Management of People

Does the post holder supervise/ manage other staff? (Whether permanent, temporarily assigned, shared, contract or others)	Yes <input type="checkbox"/> / No <input checked="" type="checkbox"/>
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If **NO** go to the Creativity & Innovation section on page 4.

If **YES**, Please complete the table(s) below as appropriate:

Complete this table if the post holder has full and ongoing responsibility for Council employees											
<p><i>Specify the ACTUAL number of employees. Part time, job share and full time staff should be treated equally - count the actual number of people for which the jobholder has supervisory or managerial responsibility, either directly or through others (i.e. staff who are managed by a subordinate).</i></p> <p><i>Project Staff – include the number of staff for which the post holder has complete supervisory responsibility on a near continual basis (in the course of a project or number of consecutive projects).</i></p>											
Identify the job title(s) of the staff and the number of post holders against each title											
<u>Job Title</u>	<u>Number of staff</u>										
<p>In relation to direct reports, identify the nature of the responsibility. In particular does the post holder:</p> <table> <tr> <td>Allocate, instruct, direct, organise work:</td> <td>Yes <input type="checkbox"/> / No <input type="checkbox"/></td> </tr> <tr> <td>Check work:</td> <td>Yes <input type="checkbox"/> / No <input type="checkbox"/></td> </tr> <tr> <td>Provide training:</td> <td>Yes <input type="checkbox"/> / No <input type="checkbox"/></td> </tr> <tr> <td>Undertake appraisal:</td> <td>Yes <input type="checkbox"/> / No <input type="checkbox"/></td> </tr> <tr> <td>Discipline staff if necessary:</td> <td>Yes <input type="checkbox"/> / No <input type="checkbox"/></td> </tr> </table>		Allocate, instruct, direct, organise work:	Yes <input type="checkbox"/> / No <input type="checkbox"/>	Check work:	Yes <input type="checkbox"/> / No <input type="checkbox"/>	Provide training:	Yes <input type="checkbox"/> / No <input type="checkbox"/>	Undertake appraisal:	Yes <input type="checkbox"/> / No <input type="checkbox"/>	Discipline staff if necessary:	Yes <input type="checkbox"/> / No <input type="checkbox"/>
Allocate, instruct, direct, organise work:	Yes <input type="checkbox"/> / No <input type="checkbox"/>										
Check work:	Yes <input type="checkbox"/> / No <input type="checkbox"/>										
Provide training:	Yes <input type="checkbox"/> / No <input type="checkbox"/>										
Undertake appraisal:	Yes <input type="checkbox"/> / No <input type="checkbox"/>										
Discipline staff if necessary:	Yes <input type="checkbox"/> / No <input type="checkbox"/>										
Are staff in the same section? Yes <input type="checkbox"/> / No <input type="checkbox"/>											
If yes, please specify the name / title of the section:	If no, specify the different section names:										
<p>Is there more than one occupational group Yes <input type="checkbox"/> / No <input type="checkbox"/></p> <p>If yes, please specify the occupational groups:</p>											

Complete this table if the post holder has full and ongoing responsibility for Council employees – continued.

Does the post holder face an extra demand due to the fact that staff are located at different bases or highly mobile? If yes, please describe the nature of the dispersal: Yes <input type="checkbox"/> / No <input type="checkbox"/>
In the case of highly mobile staff, specify (on average) the number of days per week the staff are away from the post holder's office.

Complete this table where the post holder's responsibility for Council employees is for temporary assigned or shared employees (this includes responsibility for seasonal staff and must be for a minimum of four weeks per year).

Specify the ACTUAL number of employees. <i>Recurring supervision of temporary staff or seasonal variations should be averaged on an annual basis.</i> <i>Project Staff – consider situations where there is less than complete supervisory responsibility and/or projects are on a less than continuous basis.</i> <i>Deputising – include those staff which the post holder has temporary supervisory responsibility for a limited period (e.g. absence cover).</i>	
Identify the job title (s) of the staff and the number of post holders against each title	
<u>Job Title</u>	<u>Number of staff</u>
In relation to the above staff identify the nature of the responsibility. In particular does the post holder	
Allocate, instruct, direct, organise work:	Yes <input type="checkbox"/> / <input type="checkbox"/> No
Check work:	Yes <input type="checkbox"/> / <input type="checkbox"/> No
Provide training:	Yes <input type="checkbox"/> / <input type="checkbox"/> No

For contract workers or agency staff ONLY

Specify the ACTUAL number of employees averaged over a typical year. <i>Contract staff should be subject to regular monitoring and issuing of directions and instructions.</i>	
Identify the job title (s) of the staff and the number of post holders against each title:	
<u>Job Title</u>	<u>Number of staff</u>
Please describe the nature of the responsibility:	

Creativity and innovation

This section considers the extent to which the job requires innovative and imagination responses to issues and the resolution of problems.

Please give examples of creativity and innovation which the job requires and for each example indicate frequency. *The fullest range of potentially creative work should be taken into account. This can be exercised in a number of ways including, for example: caring and counselling; design and application of information technology systems; creation and planning of menus; repair and maintenance of landscapes, buildings, plant and machinery; cleanliness and well being of the environment; preparation of plans and drawings, development of policy, practice and procedures and in the use of the written and spoken word.*

<u>Example</u>	<u>Frequency</u>
The post holder is required to assist in the creation of work programmes for pupils, to produce lesson plans and work sheets as agreed with the teacher.	Daily/ongoing
The post holder is required to deliver parts of the lesson without the teacher being present.	Daily/ongoing
The post holder will provide feedback to teachers regarding pupils responses to lessons.	Daily/ongoing
The post holder will be involved in developing IEPs and special support programmes for certain pupils in response to their progress.	Daily/ongoing
The post holder may be creating opportunities to use ICT and develop ICT skills in lesson plans/preparation.	Daily/ongoing
The post holder is required to develop creative ideas with regard to the use of teaching resources, materials, equipment etc.	Daily/ongoing

Describe any instances where the post holder has to find a solution or a new response to issues.

The post holder will be contributing to finding solutions, for example, discussing improvements to teaching practices and considering the best approach to individual pupils where there are concerns, making recommendations relating to changes to activities, the post holder will play an important role in such processes. The post holder will be able to advise the teacher on how pupils respond to classroom activities and therefore will play a role in finding new solutions.

The post holder will also find solutions with regard to the control of teaching resources (eg: setting up inventories and systems for monitoring the use of resources and ordering new supplies).

The post holder will be required to provide a high level of support to individual pupils and groups by monitoring and assessing pupils' progress, liaising with teaching staff, SENCOs and other professionals.

The post holder will encounter a variety of problems relating to behaviour management within the classroom and will be expected to resolve such problems in accordance with the school's procedures and utilising behaviour management skills.

Give examples of the post holder's response to problems and indicate the frequency for each example:

See above - the post holder will encounter a range of problems in the class and will be expected to resolve them appropriately. Where problems are encountered in the class during the delivery of lessons the post holder will be expected to resolve the majority of problems encountered with minimal recourse to teaching staff. The post holder will also contribute to the resolution of problems outside of the class with other professionals, for example creating and updating learning support programmes in response to pupils progress.

To what extent is the job/work determined or assisted by guidelines, controls, limits, procedures and systems and please give examples:

The work of the post holder is assisted & determined by guidelines to a large extent, which include the following:-

School Code of Conduct

The school's recognised security procedures

Health & Safety Procedures

School Behaviour Policy

Lesson plans and programmes of work (as devised by the Teacher).

The curriculum.

Contacts and Relationships

This section considers the degree of personal contact and the nature of the relationships with others required to carry out the job.

Type of contact? Specify numbers from list below	Who? Identify who the post holder contacts e.g. Members, Chief Officers, managers, clients, other employees, general public, suppliers etc	Why and What? For each contact explain the reason for and nature of the communication	When? Identify frequency e.g. daily, weekly, monthly, quarterly or annually
A	Pupils, teaching staff, school support staff, headteacher, parents, school management team.	Pupil progress, lesson plans, plans for educational activities, homework.	Daily
B	Pupils, teaching staff, school support staff, headteacher, parents, school management team.	Pupil progress, responses to questions from pupils and parents, ideas for lesson plans and IEPs. Discussions regarding use of teaching resources.	Daily
C	Teaching staff, pupils, parents, SENCOs, other professionals, headteacher/school management team.	Explanations relating to pupil progress, recommendations for teaching practices, IEP update and content, progress reports to parents, contributions at school management team meetings.	Daily
D	Pupils	Encouraging pupils to undertake learning activities and fulfil their learning potential.	Daily
E	Pupils, parents, guardians	Providing feedback and progress reports to pupils and parents/guardians.	Weekly/monthly
F	Pupils	When dealing with sensitive issues and experiences of pupils.	As required
K	Pupils	Behaviour management of pupils as required.	As required
L	Pupils	Delivery of lessons.	Daily

A. Routine exchange of information	F. Care and Compassion	K. Conflict Resolution
B. Providing routine explanations/advice	G. Coaching / Mentoring / Motivating	L. Formal Training / Teaching
C. Providing detailed explanations /	H. Counselling	M. Formal Presentations / Public

advice on specialised matters		Speaking / Public Representation
D. Influencing / Persuading	I. Interviewing	N. Formal Negotiation
E. Tact and Diplomacy	J. Handling Client Relationships	O. Providing advice on highly complex matters

Does the post holder represent or negotiate on behalf of the Council?

Yes / No

If yes, please identify the circumstances. How often does this occur?

Decisions – Discretion

This section considers the requirement of the post holder to make decisions or recommendations made as part of the post holder's remit (as defined in the job description).

Give examples of the most important decisions or recommendations required by the job. Distinguish between decisions for which the post holder has authority and where the post holder makes recommendations to others. Define the extent of the effects of the post holder's decisions on the manager section / department, clients, other departments, the whole Council etc.

Please list decisions / recommendations that the post holder makes:	Dec = D Recom = R	The decisions / recommendations effects:
The post holder will make decisions relating to arrangements for storing, monitoring and maintaining all teaching resources and materials, and the ordering of new stocks/equipment so as to ensure such resources are readily available at all times.	D	Ensures suitable materials are available for each lesson
The post holder may make decisions in relation to behaviour management problems encountered with pupils during the course of the lesson.	D	Ensures a conducive learning environment in class.
The post holder will make decisions relating to delivery of the lesson, content of lesson plans.	D	Ensures pupils' successful learning.
The post holder will make decisions and recommendations in relation to the provision of teaching support for individual pupils with regard to pupils progress.	D	Ensures individual needs are addressed.
In relation to the fact that the post holder will be conducting lessons without the support of the teacher, the post holder will be making decisions in relation to adopting recognised teaching methods and assessment frameworks which are appropriate in view of the age and abilities of pupils.	D	Ensures pupils' successful learning.
The post holder will make recommendations to the teacher, SENCOs and key stage co-ordinators with regard to identifying the most affective methods of teaching support and learning strategies for individual pupils where there are concerns.	R	Ensures individual needs are addressed.

On what issues does the post holder go to his / her manager for advice / guidance / a decision?
The post holder seeks advice/guidance from his/her manager in relation to identify the most appropriate teaching methods and assessment programmes, lesson plans, activities etc in view of the progress of pupils and the Curriculum.

What policies, procedures, manuals, working standards or other guidelines / rules affect your decisions?

The work of the post holder is assisted & determined by guidelines to a large extent, which include the following:-

School Code of Conduct

The school's recognised security procedures

Health & Safety Procedures

School Behaviour Policy

Lesson plans and programmes of work (as devised by the Teacher).

The curriculum.

Describe what advice is available from the post holder's manager or other sources e.g. rules, guidelines, manuals. Is the advice available all the time, daily, weekly, etc. and is your manager at another location. If so where?

The post holder may also seek advice where required in relation to complex behavioural problems. The post holder will also seek specialist advice from other professionals where necessary (eg: Education Psychologists, Education Welfare Officers, SENCOs, ASTs etc) with regard to supporting different pupils' needs and other issues, concerns etc.

Decisions – Consequences

Consequences of decisions and recommendations

Please identify the major consequences of any decisions the post holder makes for clients, the public, other staff or the service:

The learning potential of pupils is maximised. Teaching techniques successfully create a learning environment with pupils behaving in an orderly manner and motivated to undertake teaching activities.

What are the implications if the post holder gets something wrong?

Poor behaviour management of pupils, inappropriate teaching techniques leading to low progress levels of pupils.

How quickly would any error be rectified and how? Who would the post holder inform?

The post holder is expected to liaise fairly closely with teaching staff and therefore any errors in relation to teaching techniques and lesson content should be easily identified and rectified. However, the post holder is also expected to undertake the delivery of lessons independently in many cases and therefore errors would not necessarily be detected.

Resources

This section considers whether the post holder has personal and identifiable accountability for financial and physical resources including those of clients.

Cash / Financial Resources

Is the post holder accountable for the accurate handling / security of cash, cheques and credit/debit cards? **Yes** / **No**

If yes, indicate the amount(s) and nature of the responsibility:

Money from pupils for trips etc.

Plant / Equipment

Is the post holder accountable for proper use and safe keeping of plant / equipment? **Yes** / **No**

If yes, please specify the items and nature of the responsibility:

Teaching resources.

Stocks / Materials

Is the post holder responsible for materials / items of stock? **Yes** / **No**

If yes, identify the value of the materials / stock involved and nature of responsibility:

Teaching resources.

Data Systems

Is the post holder responsible for the use, manipulation and safe keeping of data systems whether manual or computerised? **Yes** / **No**

If yes name the system and identify the nature of the responsibility and time taken:

IEPS and progress monitoring systems

In the case of computerised data systems does the post holder have a password and responsibility to amend records (not just read only)? **Yes** / **No**

Buildings

Is the post holder accountable for the proper use and safekeeping of buildings? **Yes** / **No**
If yes specify the building(s) involved and nature of responsibility;

Is the post holder a key holder? **Yes** / **No**

Is there more than one key holder for the building(s)? **Yes** / **No**

If yes specify job titles of other key holders:

Work Demands

Is the job subject to change or interruption? **Yes** / **No**

If yes give examples of the cause of interruption and frequency:

The post holder may be required to undertake teaching at short notice on occasions.

Is the jobholder's work subject to deadlines? **Yes** / **No**

If yes give examples and frequency.

Lesson preparation. Progress reports. Preparation of teaching resources.

Does the post holder have to resolve conflicting priorities / resource needs? **Yes** / **No**

Resolving conflicting priorities could be deciding a course of action having considered different alternatives. Resolving conflicting resource needs could be deciding whether to use an internal resource (e.g. staff) or whether to use and external resource (e.g. a contractor)

If yes give examples and frequency:

Physical Demands

What kind of physical effort is involved in the job? e.g. standing, walking, lifting, cleaning. Give examples and state the average minutes or hours per day spent on each activity and whether the activity occurs on a daily basis or not?

<u>Example</u>	<u>Average min/hrs pre day</u>	<u>daily/less than daily</u>
Standing, walking, sitting	6.5 hrs	Daily
Lifting, pulling, stretching	0.5 hrs	Daily

Is there a requirement for use of IT equipment?

Yes / No

If yes, please indicate the level of usage of the IT equipment i.e. average number of hours per day:

2 hrs per day

Working Conditions

Describe the post holder's working conditions (e.g. office, depot, client's house, workshop, outside).

Is there exposure to heat, cold, dirt/dust, noise, weather, vibration, unpleasant working conditions etc.? Please specify which condition and number of hours per day.

Classroom based, indoors, in the school all the time.

Work Context

Is there any potential risk to personal safety, illness, health in the job? Give examples stating who or what poses the potential risk and indicate the frequency:

The post holder faces minimal risk to personal safety, illness, health etc.

If the post holder works with the public or clients, can s/he call upon the immediate support of other members of staff?

The post holder will encounter members of the public, visitors to the school, contract staff, students etc during the course of their duties. However this poses minimal risk to their personal safety. If they did require support from other members of staff this would be readily available.

How would this support be obtained?

Verbally, from the teacher/Headteacher (a teacher would be readily available and on site).

Knowledge and skills

If you would like to draw attention to a particularly important aspect(s) of the job description/ person specification you may do so below:

The post holder is required to have at least 3 years experience of working with pupils in a learning environment and to have fully met the HLTA standards or equivalent qualifications or experience. The post holder is also required to have excellent numeracy and literacy skills.

Further Observations

Are there any other points you would like to make?

The post holder is working within a school environment with children, staff and visitors to the school and must therefore be courteous and professional at all times, and have an acceptance of different attitudes and be comfortable with children and young people.