



JOB DESCRIPTION

Job Description:	Higher Level Teaching Assistant	Reporting To: Headteacher
Job Purpose: Providing support to Classroom Teachers, the post holder will supervise classes during the absence of teachers and provide support as required, which may also include small group and intervention activities. Work will be carried out mainly in the classroom under the guidance of the class teacher. In addition for part of the week the post holder will be expected to plan, prepare and deliver learning to classes modifying and adapting activities to advance pupils' learning as necessary within agreed systems of supervision.		
Key Responsibilities		
General: - Working under the direction and guidance of a teacher, the post holder will instruct and support pupils in relation to the work left by the teacher. - Ensure pupils are provided with the necessary resources to facilitate learning. On occasions this may include locating missing or any additional resources as required. - Register and record pupil attendance in lessons, including lateness and absence and further ensuring the dissemination of important messages from other areas of the school. - Answer pupils' queries in relation to the instructions left by the teacher, ensuring that instructions are understood. - Liaise with other staff, maintaining a positive support network throughout the school. - Supervise the class for the duration of the lesson by ensuring positive behaviour is maintained, encouraging and supporting the learning experience of the pupils, and monitoring pupil behaviour to prevent negativity being a barrier to learning - Using the school sanction and reward system as appropriate, you will ensure that behavioural issues are managed within the school's Behaviour Policy. - Ensure pupils enter and leave classrooms in an orderly manner, ensuring safe passage through corridors and stairways, and meeting and greeting pupils on arrival. - Observing standards of uniforms and seeing pupils out of the lesson in an orderly fashion. - Ensure the classroom is left tidy and ready for the next lesson after dismissing the class, encouraging pupils to take responsibility for their learning areas, ensuring that all pupils support each other with the clearing up and packing away. - Assist in establishing and maintaining good order within the school, including undertaking duties as necessary. - Maintaining acceptable behaviour standards around the site, not just in the classroom. - Respond to, record and report incidents of inappropriate behaviour, in accordance with the school's Behaviour Policy and associated procedures. - Plan, prepare and deliver learning to individuals, small groups and/or classes modifying and adapting activities to advance pupils' learning as necessary within agreed systems of supervision. - Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. - Facilitate participation and learning, helping to build confidence and self-esteem, so that all pupils, including those who present challenging behaviour, are enabled to reach their full potential alongside their peers. - Ensure pupils' equal access to learning and development, promoting anti-discrimination practices in all interactions with pupils and colleagues, demonstrating and promoting an understanding and appreciation of difference in personal characteristics, belief system and cultures. - Develop an understanding of the specific needs of pupils, taking into account the type of support involved. - Undertake activities with either individuals or groups of pupils, ensuring their safety and facilitating their physical, emotional and educational development, by for example; - clarifying and explaining instructions; - ensuring the pupil is able to use equipment and materials provided; - assisting in identified areas, e.g. language, behaviour, reading, spelling, numeracy, handwriting/presentation, the use of ICT, social skills and EAL - helping pupils to concentrate on, and finish work set;		

5. meeting the physical needs of pupils as required whilst encouraging independence;
 6. liaising with the class teacher and SENCO about individual needs
 7. developing appropriate resources to support the pupil(s)
- Assist teaching staff (and other professionals as appropriate) in the planning of support and behaviour programmes for individual and groups of pupils.
 - Contribute to the review of pupils' progress either verbally, in writing or through attendance at review meetings, as appropriate.
 - Contribute to the assessment process with the teacher.
 - Deal with the personal care and comfort of pupils as required in relation to welfare, health, hygiene, toileting, dressing, feeding and mobility.
 - Provide regular feedback about the pupil(s) to the class teacher or line manager.
 - Meet with teachers on a regular basis to discuss issues relevant to the area in order to improve practice in the whole area.
 - Assist in the smooth transition of pupils between educational phases.
 - Carrying out administrative tasks i.e. photocopying, writing short reports concerning individual pupils.
 - Administer personal care, therapy programmes, or minor first aid (where trained), assisting in the dispensation or administration of medically prescribed controlled drugs, and assisting with pupils who are sick.
 - Helping with educational visits and outings.
 - Attending staff meetings, teacher training days, and courses as appropriate.
 - Support the use of specialist equipment and procedures including, moving and handling to meet a child's individual needs.
 - Undertaking any other duties that may reasonably be regarded as being commensurate with the grade and general purpose of the post.

Specific:

- Carry out other reasonable tasks from time to time as directed by the Head.
- The post holder will be expected to work within the schools' policies and procedures.
- Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Head, appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018*
- *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)*



Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	• Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	• Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be.

	• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.
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