CHESHIRE EAST COUNCIL

JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Higher Level Teaching Assistant (Primary)	JOB REF NO	AAAD5023

BASIC JOB PURPOSE

Undertake a specialist role working collaboratively with teaching staff and other support staff to enhance the development and education of children in accordance with the aims and policies of the school. Provide supervision for whole classes of pupils to maintain continuity of pupil's learning.

NO	MAIN RESPONSIBILITIES
1.	Undertake a specialist role using appropriate multi-sensory learning strategies, resources and specialist equipment to meet the learning objectives of lessons, differentiating tasks as appropriate for individuals or groups of children with varied abilities and special needs.
2.	Within a framework prescribed by a class teacher, prepare, plan and implement individual, group and some whole class learning activities and intervention programmes across the whole school, working alongside and in conjunction with professional teaching staff.
3.	Manage the behaviour of whole classes of pupils whilst they are undertaking their work to ensure a constructive environment, and pre-empt/ deal with situations arising in accordance with school policies and procedures.
4.	Evaluate pupils' responses throughout learning activities, determine what each child can achieve unaided and the point of intervention for the provision of appropriate learning scaffolding.
5.	Analyse, monitor and track individual pupil progress through a range of assessment and monitoring techniques; deliver pupil learning boost sessions for identified and specific areas of weakness; provide accurate assessments and reports on development to inform the class teacher's decisions regarding Individual Education and Behaviour Plans for pupils.
6.	Access, maintain and update a range of pupil and school records to facilitate assessment of pupils' progress.
7.	Ensure that pupil's health and safety is maintained in, around and for out of school educational visits including supervised use of subject specific tools, equipment and learning materials.
8.	Supervise attendance to the pupils personal, social and physical needs by other school staff so that pupils wellbeing is maintained.
9.	Prepare and maintain classroom resources (including control of stock within the classroom) so that they are readily available for use.
10.	Liaise with other professional staff, parents and outside agencies to ensure effective communication concerning the maintenance of pupils' wellbeing
11.	Attend staff and other meetings and participate in staff training development work and staff reviews as required

Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not Applicable

Other Employees supervised by jobholder (not in a direct line relationship)

No and FTE	Levels / grades	Types of work	Where based
	Teaching Assistants and trainee Teaching Assistants	Supporting individual pupils in the classroom.	

What does the supervision of these employees involve? (Demonstrating, guiding and training)

Provide guidance and mentoring to the above regarding learning intervention programmes, e.g. ALS, ELS, FLS (Additional/ Early/ Further Learning Support), individual pupils' special needs, pupil handling techniques and the curriculum. The jobholder allocates tasks in collaboration with the class teacher and checks the quality of work output to support the delivery of pupil learning activities within the classroom.

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

No and FTE	**Levels / grades**	**Types of work**	**Where based**
Usually single placements during the year	Trainees: postgraduate B.Ed student teachers, NVQ level 2/3 teaching assistants usually of several weeks duration (i.e. a half term placement)	Classroom duties	Same classroom
Various throughout the working week	Voluntary parent helpers providing assistance on set mornings, afternoons or days	Classroom assistance	Same classroom
Occasional	Short term work experience pupils/students of one or two weeks' duration	Work shadowing and observation.	Same classroom.

What does the supervision of these employees involve?
Trainees: the jobholder allocates tasks and activities that complement course requirements, undertakes assessment of the students handling of pupils, small group and whole class activities, lesson delivery and behaviour management, and provides positive student encouragement throughout the placement including guidance in the completion of course assignments. The jobholder is responsible for reporting through teaching staff and/or the head teacher on the progress and assessment of the student, which may involve links with the students' college tutors.

Parent helpers: provide an explanation of what is required, agree the scope and content of practical classroom work within their competence, supervise classroom duties undertaken and offer guidance for NVQ assessments to those going on to take childcare qualifications.

Work experience pupils: provide work shadowing, observation and detailed classroom supervision.

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? No

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
Handling cash - to collect pupil's monies and forward to the school administrator as necessary.		

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

Yes/ No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Manual and computerised school and pupil records	Access confidential pupil files and special educational needs information. Maintain and update a range of pupil and school records, e.g. NFER (pupil progress in English and Mathematics), pupil reading benchmark assessments, numeracy checks and observations, SATS progress data etc which inform pupils' individual education plans prepared by teaching staff.	Daily and ongoing
Subject(s) specific equipment: E.g. ICT equipment, Springboard maths packs, Further Learning Support folders, Speech and Language resources, stationery orders etc	Check condition of resource and equipment issue, provide pupil instruction in correct and respectful usage, see that pupils return all equipment at the end of each lesson and ensure safe and secure storage. Prepare and maintain classroom resources (including control of stock within the classroom) so that they are readily available for use. Identify departmental needs, list stock shortages and arrange order placement in accordance with school procedures.	Daily Ongoing
Pupil's possessions	Ensure that watches and jewellery are removed for P.E. activities and arrange safekeeping of small value pupil's possessions, e.g. mobile phones, money, keys etc in school and whilst on educational visits. Ensure that medicines are accepted from pupils and stored in accordance with school health and safety procedures.	As and when required

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

Yes

If yes, give details

Make recommendations and provide input into school decisions to purchase subject specific materials, learning resources and special educational needs equipment.

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty	Who benefits?	How they benefit?
Within a framework prescribed by a class teacher, prepare, plan and implement individual, group and some whole class learning activities and intervention programmes across the whole school, working alongside and in conjunction with professional teaching staff. This includes the use of appropriate multi-sensory learning strategies, resources and specialist equipment to meet the learning objectives of lessons, differentiating tasks as appropriate for individuals or groups of children with varied abilities and special needs. Evaluate pupils' responses throughout learning activities, determine what each child can achieve unaided and the point of intervention for the provision of appropriate learning scaffolding. Analyse, monitor and track individual pupil progress through a range of assessment and monitoring techniques, deliver pupil learning boost sessions for identified and specific areas of weakness and provide accurate feedback and reports on progress/development to inform the class teacher's decisions regarding Individual Education and Behaviour Plans for pupils. Provide supervision for whole classes of pupils where the assigned teacher is not present and manage the behaviour of pupils whilst they are undertaking their work to ensure a purposeful environment, pre-empting and handling situations arising in accordance with school policies and procedures.	Pupils	To achieve the most appropriate learning outcomes and to develop the potential of all children in accordance with school policies and statutory requirements Maintain a positive and constructive learning environment
Liaise with: • Parents to provide educational feedback and/or discuss special needs, behavioural issues encountered and recommend home activities which reinforce school learning and behaviour good practice • Secondary school staff to arrange the seamless transition of pupils to secondary school • Exchange of information with external agencies as required by school teaching staff/Special Educational Needs Co-ordinator	Parents, external professionals and schools	Ensure effective communication and access additional support for pupils
Ensure that pupil's health and safety is maintained in, around and for out of school educational visits including supervised use of subject specific tools, equipment and learning materials.	Pupils	Ensure the safety and well being of pupils.

Does the Jobholder develop policy or provide advice and information which impacts on people? YES

If Yes, give details:-
Shared responsibility within the school team for contributing to the development of programmes of work to ensure effective teaching and learning. The jobholder also assists with the assessment and evaluation of learning and behavioural practices which impact on the well being and supervision of pupils.

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist Knowledge	An understanding of the underpinning principles of child development, age appropriate physical, intellectual, emotional and social development, national curriculum requirements and pupil expectations across primary Key Stages, assessment, supervision and behaviour management techniques. Individual pupil requirements and medical conditions e.g. autism, sensory impairment, speech and language disability, EBD etc. Individual education/behaviour plans and pupil targets, inclusion statements and objectives. Communication techniques e.g. Makaton, PECS, British Sign Language	Within a framework prescribed by the class teacher, prepare, plan and implement individual, group and some whole class learning activities and intervention programmes including the preparation and selection of appropriate learning resources. Whole class supervision and behaviour management where the assigned teacher is not present. Analyse and track individual pupil progress using a range of assessment techniques, identify barriers to learning, deliver learning boost sessions, offer constructive support to pupils as they learn and accurately report on pupils' progress.	The HLTA qualification requires a minimum of 3 years 'Teaching Assistant' experience prior to course enrolment. Also, a qualification in literacy and numeracy equivalent to at least level 2 of the National Qualifications Framework. In-service training and briefing.
School policies and procedures	An understanding of the practical application of school procedures which impact on pupil supervision and behaviour management.	Individual, group and class management, and to maintain a purposeful and conducive learning environment	Experience briefing and in-house training
Classroom and equipment	Subject(s) specific equipment: E.g. Springboard maths, Further Learning Support and Speech and Language resources, ICT/ multi sensory equipment etc.	Prepare, maintain and organise classroom space and resources, demonstrate safe equipment usage and operation to pupils	Experience, in-house training and equipment instructions
Legislation	Awareness of the statutory frameworks relevant to the role and knowledge of the legal definition and application of special educational needs as detailed in the SEN code of practice.	Ensure compliance with legislative requirements and school standards, e.g. equal opportunities issues, pupil's health and safety, special educational needs, bullying and harassment etc	Experience briefing and induction
IT Skills	The use of Word and Internet to support and enhance learning activities	Maintain pupil records, prepare worksheets and learning materials, set up ICT and audio visual equipment etc	Experience and short courses

How long would it take for a jobholder to become fully operational?
3 years 'Teaching Assistant' experience prior to course enrolment + 6 month HLTA qualification + 2 years whole school experience = 5/6 years in total

6 MENTAL SKILLS

a) What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.

Example: Deliver whole class and group learning activities designated by teaching staff
Determine and select the most appropriate learning materials and resources to supplement an agreed learning exercise including differentiated work for a whole class or group activity. Plan the lesson content and structure within a framework provided by the class teacher, determine the appropriate level of complexity taking into account pupils' ability and deliver the learning activity. Evaluate and monitor children's responses throughout the learning exercise using a range of assessment and monitoring strategies based on predetermined learning objectives. This may involve adopting different learning styles, modifying the approach and revising the level of complexity, which in turn provides input into future work programmes. Maintain class discipline, encourage and motivate children to keep them on task and determine those in most need of individual attention. It is important to be aware of the group dynamic as well as individual pupils and ensure that health and safety is maintained at all times.

Example: Manage pupil, group and class behavioural problems.
Supervise and manage the behaviour of pupils through consistent enforcement of school rules, policies and practices in order to maintain a purposeful and conducive learning environment. Assess and pre-empt the potential for classroom disruption, determine the appropriate moment for intervention, interception or redirection of unacceptable /disaffected behaviour. Remain calm, adopt the correct approach in keeping with knowledge of the individual pupil and/or behaviour plan and facilitate the offending pupils' understanding of the impact and consequences of their actions upon others. Apply the most appropriate sanctions or censure to the circumstances and on all occasions, record each incident and notify the class teacher.

b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.

Example: Design and deliver a pupil learning boost programme.
Analyse individual pupil results in conjunction with previous performance data and school assessments. Identify specific areas of weakness and any potential barriers to learning, and design a learning boost programme, where appropriate, in collaboration with the class teacher. Working with pairs or small groups so as not to isolate pupils, determine the pace of programme delivery, monitor, assess and record individual pupil progress. This may involve setting additional homework, engaging parental support, inviting feedback from pupils and parents, liaison with the School Special Education Needs Co-ordinator and/or external agencies to provide complementary input to pupils' development.

c) Approximately how often would the example in (b) occur?

Few times per month

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Planning	Within a framework prescribed by the class teacher, prepare lesson worksheets and select resources that take into account special educational needs, differentiated pupil abilities and learning outcomes.
Analytical	Analyse and track individual pupil progress using a range of assessment techniques and accurately report on pupils' progress. Determine what each child can achieve unaided and the point of intervention for the provision of appropriate learning scaffolding, identify barriers to learning, design and deliver learning boost sessions, and develop pupils' confidence in tackling differently shaped questions.
Research	Keep abreast of national literacy and numeracy strategies and programmes of study which inform different approaches to teaching and learning.
Judgment	Adopt different learning styles and pupil behaviour management techniques which are appropriate to the circumstances of the class and/or group and deal directly with a variety of issues arising in the classroom, particularly in the absence of teaching staff.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Leadership	Supervise whole classes of pupils, maintain a constructive learning environment through deployment of appropriate behaviour management techniques, encourage full participation, keep pupils on task and ensure that set work is completed. Lead parents' consultation meetings to explain their support for work done in school and lunchtime activity clubs that support the curriculum and pupil pastoral care.	Pupils, parents, parent helpers
Training and motivation	Plan and deliver programmes of learning, praise and reward pupil's work and achievements, interpret and respond to individual and differentiated learning needs.	Pupils and respond intuitively to the needs of teaching staff
Specialist Communication	Deliver specialist programmes of learning, interpret and respond to individual and differentiated learning needs.	Pupils and responding intuitively

Skills Verbal and intuitive communication. Sign language, Makaton, PECs, British Sign Language	Use of sensitive questioning techniques, which define pupil's conceptual understanding and grasp of the learning activity without undermining confidence in front of the peer group.	to the needs of professional teaching staff
Tact and sensitivity	Provide encouragement and guidance for students in the handling of pupils, small group and whole class activities, lesson delivery and behaviour management.	Postgraduate B.Ed student teachers, NVQ level 2/3 teaching assistants
Influencing/ persuading	To encourage the adoption of appropriate standards of behaviour, defuse any potential confrontation and keep pupils on task to achieve given learning activities and outcomes	Pupils
Advice and guidance	Provide observations and feedback on pupil progress and assist in the development of learning programmes to ensure effective teaching and learning	Teaching staff, parents and pupils
Written	Maintain and update a range of pupil and school data. Accurately record pupil achievement/ progress as directed and contribute to annual pupil assessment reports	Parents, pupils, and to satisfy Ofsted requirements

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	**Used for?**	**Any precision/speed requirements?**
Hand-eye co-ordination and manual dexterity	Instruct and demonstrate correct usage of subject specific materials and equipment, e.g. IT equipment, art materials and tools, food technology equipment etc. Use of the PC to maintain pupil records, prepare worksheets and learning materials, set up ICT and audio visual equipment etc	Safety requirements

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder? The school timetable provides the basis for daily and weekly routines. The jobholder is required to prepare and deliver differentiated lesson activities in collaboration with school teaching staff in order to meet school learning programmes and timescales. The jobholder must also respond to requests from the Head teacher, other professionals and parents in order to meet ongoing school requirements. Also, as the jobholder works alone from time to time in a classroom situation, immediate referral to others for assistance in making on the spot decisions will not always be readily available.

b) What is a typical cycle for allocating work to the jobholder *eg hourly, daily, weekly?*
Weekly/ daily for structured class activities.

Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?
(e.g. recommending changes in policy, procedures, resources)
To select the most appropriate resources and develop classroom procedures based on the learning capacities of mixed ability/ special needs pupils and subject requirements. The jobholder monitors pupils' participation and progress, providing feedback to teachers, and giving constructive to support to pupils as they learn. The jobholder also assists with the assessment and evaluation of learning and behavioural practices.

to allocate their time to duties?
To prepare, plan and implement programmes of learning in accordance with the framework set out by the class teacher together with the weekly timetable.

d) What is the level of guidance/instruction available*?*
School policies and procedures, health and safety, briefing and guidance from own line manager and the school senior management team.

e) What sort of direction, management or supervision is given to the jobholder?
Meet regularly with teachers to discuss learning activities. Regular staff meetings and briefings are convened to discuss issues arising.

f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves <u>without reference to a supervisor/manager.</u> How often do these occur?

Expected problem	**Nature of available guidance**	**Typical Frequency**
Revise and adapt learning programmes in response to pupils' progress and reactions	An understanding of the School Curriculum, age related expectations of pupils, experience and training	At least daily
Individual pupil or class behaviour management issues	School policies and procedures	Daily
Unexpected problem	**Nature of available guidance**	**Typical Frequency**
Identify pupil difficulties in attaining targets and provide additional support for under achievement in collaboration with the class teacher	An understanding of the expectations of the School Curriculum, experience and knowledge of the individual pupil, and engage parents' support as necessary.	Weekly

g) Give two examples of problems or decisions the jobholder would be expected <u>to refer to their supervisor/manager.</u> How often do these occur?

Problem or decision	**Point of referral**	**Typical Frequency**
To develop and review a programme of work to meet changes in the curriculum	To discuss the implications with line manager	Termly
Extreme pupil, group or class misbehaviour	Line manager, class or Head teacher	Few times per term

10 PHYSICAL DEMANDS

Physical Demand	**Typical Duration**	**How often?**	**Other details (eg how heavy?)**
Assisting pupil participating in physical education/ exercises	Couple of hours	At least weekly	
Seated in a constrained position whilst undertaking learning activities in children's chairs	Short bursts	Throughout the working day	
Pulling and pushing - classroom equipment, resources and materials	Short bursts	Several times throughout the working week	Awkward movement of bulky items

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Within a framework prescribed by a class teacher, prepare, plan and implement individual, group and some whole class specialist learning activities and pupil learning boost sessions. Monitor and assess pupils' progress and keep them on task.	Concentration and attention to detail	One hour One hour	Several times daily Several times daily
Provide supervision for whole classes of pupils where the assigned teacher is not present, maintain and manage consistent and acceptable standards of behaviour and pre-empt/deal with classroom situations arising.		One hour	Several times per month
To access, maintain and update a range of pupil records to facilitate assessment of pupils' progress. Prepare, maintain and organise classroom space and resources		Short periods Short periods	Daily Daily
Awareness of needs of children with limited communication, medical, physical, and emotional difficulties. Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits and supervised use of subject specific tools, equipment and learning materials) to ensure their safety	Alertness and general awareness	Short periods	Throughout the working day

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions - an inherent part of the job. Deadlines	Individual requests from pupils, teaching staff, parents, external professionals etc To devise learning programmes and the preparation of resources/materials for timetabled lessons. To maintain pupil progress and	Few minutes	Throughout the working day

Conflicting demands	assessment records. Mentally switch between the differentiated needs of mixed ability and special needs pupils		

If the jobholder is subject to any other form of mental demand, please give details below.

Not Applicable

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	**Behaviour / source of the emotional demand**	**Frequency (per day/wk/ month)**
To provide care, reassurance and dignified support to pupils, and to deal with inappropriate behaviour in accordance with school behaviour plans and policies. The jobholder is required to interpret student behaviour and address their personal needs/ stresses.	Dealing with demanding behaviour, to work in a one to one relationship with vulnerable/disadvantaged children and the application of sensitive and intimate child background knowledge	Daily

13 WORKING CONDITIONS

a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	**Proportion of time**
Classroom Educational visits and outdoor activities	90% 10%

b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Redirect and defuse pupils' anger and behavioural issues - these skills are an integral part of the job in the deployment of classroom behavioural management techniques.	Few minutes	Several times per week

d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Not applicable