



Higher Level Teaching Assistant: Job Description

Salary scale: Scale B, Point 2

Contract type: Permanent

Hours: 8 hours per week

Responsible to: Headteacher

Core purpose:

To contribute to a wide range of teaching and learning activities, and to assist and support the work of qualified teachers. To work within the statutory frameworks relevant to the role.

Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to support individuals or groups of pupils, including more specialised support for those with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom. Promote our culture of high aspiration that is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ.

Main duties and responsibilities:

- To support pupils' learning and to contribute effectively and with confidence to the classes in which you are involved.
- To be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.
- To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme.
- To use ICT to advance pupils' learning, and use common ICT tools for personal and pupils' benefit.
- To adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour.
- To demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with.
- To monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
- To use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning.
- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- To work collaboratively with colleagues, knowing when to seek help and advice.

- To contribute effectively to teachers' planning and preparation of lessons.
- Working within a framework set by the teacher, to plan your role in lessons including how to provide feedback to pupils and colleagues on pupils' learning and behaviour.
- To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.
- To support teachers in evaluating pupils' progress through a range of assessment activities.
- To monitor pupils' responses to learning tasks and modify your approach accordingly.
- To contribute to maintaining and analysing records of pupils' progress.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.
- To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
- To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- To improve own practice, including through observation, evaluation and discussion with colleagues.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed. This is a common occurrence and would not justify a reconsideration of the grading of the post.

This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Headteacher in consultation with the postholder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

Flexibility Clause:

Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the School's other sections or departments.

Higher Level Teaching Assistant: Person Specification

Category	Requirements	Essential / Desirable
Experience	Experience of working with children of relevant age Experience of working as part of a team Experience of leading teaching of a whole class Experience of leading teaching in small groups Experience of working as a TA within a school setting Experience of working with children with a special educational need	E E E E E D
Qualifications and Training	Good Numeracy/Literacy Skills Phonics trained NVQ 3 or above Completion of DfES teacher assistant Induction Programme or equivalent experience Can work at NVQ Lvl 4 overall Positive handling training HLTA Lvl 4 Qualification	E D E E E D D
Knowledge and skills	Good verbal communication skills Ability to devise clearly structured activities that interest and motivate learners and advance their learning Can use ITC effectively to support learning. Awareness of confidentiality Knowledge of strategies to manage pupil behaviour, de-escalation and handling methods Good time management skills An understanding of the varied needs of children as they develop socially and academically Experience in delivering first aid, medication, personal and intimate care Good organisational skills Understanding of issues related to equal opportunities Knowledge of relevant policies/codes of practice and awareness of legislation Ability to plan, deliver, assess and review interventions for enabling identified gaps in learning to be closed Good understanding of barriers to learning and effective strategies to overcome these	E E E E E E E E E E E E E D
Personal qualities	Have a calm approach and an empathic nature Flexible and approachable A commitment to your own learning and development Patience, understanding, caring. Supportive of the Christian ethos of the school Demonstrate leadership and management skills	E E E E E D