



Morley Memorial Primary School

Job Description and Person Specification

Higher level Teaching Assistant

July 2018

We hope that this recruitment pack will give you all of the information you need to complete your application for the position of HLTA at Morley Memorial Primary School.

Please pay close attention to the advert, job description and person specification as shortlisting will be based on meeting the criteria stipulated in these documents.

Morley Memorial Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. DBS checks and disqualification declaration may be required for this post. Shortlisted candidates will be contacted and references sought prior to interview. Any offer of a position will be subject to satisfactory references and DBS checks.

Please forward your completed application form to office@morley.cambs.sch.uk



Job Description

Job Title: Higher Level Teaching Assistant and Support Staff Coordinator

School/Service: Morley Memorial Primary School

Reports to: Assistant Headteacher for Inclusion

Grade: Level 4 Pt 24 - 26

Hours: 30 hours per week – Term-time only + up to 5 non-pupil (eg INSET) days

Job Purpose:

To co-ordinate the work of a team of teaching assistants and midday supervisors and provide administrative support to the Assistant Head responsible for Inclusion. Support classroom teachers to facilitate the active participation of children in the academic and social activities of the school. Provide effective whole class teaching for short periods of class cover. Contribute to raising standards of achievement for all pupils. Contribute to enhancing inclusion across the school.

Principal Accountabilities:

1. Support for children

- As agreed with the AHT for Inclusion and class teachers, take responsibility for delivering planned curriculum or extra-curricular activities.
- Contribute to the planning and preparation of learning activities.
- Provide specialist learning support (requiring in-depth knowledge and experience) to children with severe special needs, or where English is not their first language.
- Monitor pupil care needs and ensure the teaching assistants and midday team contribute support effectively and in line with good practice.
- Take responsibility for delivering learning activities with groups who would benefit from a different learning approach as agreed with the class teacher.
- Establish and maintain supportive relationships with individual pupils, whole class groups and parents/carers.
- Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the class teacher.
- Provide guidance to teaching assistants on promoting inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.

2. Support for the curriculum

- Support the school curriculum, providing additional support for groups of children as agreed.
- Provide additional tuition for children who need extra support including with IT.
- Arrange and deliver extra classes for pupils to improve the range or quality of subjects offered as agreed.
- Provide targeted support to enhance learning and improve attainment
- Ensure other teaching assistants have the appropriate skills to make best use of IT.

3. Support for the teachers

- Provide support in evaluating pupil progress and development .
- Contribute to the development of IEPs for children with special needs.
- Contribute to the planning and evaluation of work programmes for individual pupils and groups.
- Provide feedback on learning activities and contribute to school review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.

- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with the rest of the class.
- Provide guidance to teaching staff in the effective deployment of teaching assistants.

4. Support for the school

- Develop and maintain effective working relationships with other staff and parents or carers.
- Provide support to the headteacher in ensuring that the whole school provides a safe and healthy environment.
- Attend and actively participate in staff meetings and INSET.
- Accompany children on trips and visits, including Y6 residential if required.
- Contribute to the development of less experienced teaching assistants
- Act as a mentor and role model for other teaching assistants.
- Provide advice and guidance to teaching assistants on best practice and practical problem-solving.
- Make suggestions for school events and take a leading role in organising them as agreed.

Support Staff Coordinator role only (scp 25 – 26)

- Coordinate and monitor the work of the teaching assistant team in supporting learning activity.
- Liaise with the headteacher and AHT for Inclusion on the deployment of teaching assistants.
- Advise on best practice in learning support.
- Organise and undertake performance management reviews for teaching assistants and midday staff identifying objectives and training and development needs.
- Co-ordinate, design and deliver training for the teaching assistant and midday teams.
- Ensure the teaching assistant and midday team are integrated fully in the life of the school.
- Co-ordinate the work of midday staff, including liaising with outside providers such as sports coaches, to ensure that lunchtimes are safe and provision is good.

This job description and related documents provide the standards and framework for Appraisal Objectives for a Higher Level Teaching Assistant which will be set under the school's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the HLTA's role and level of experience. The appraiser and

appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of pupils at that school.

Morley Memorial Primary School

Person Specification: HLTA

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • NVQ level 3 or above • Experience of supporting teaching and learning in a primary school setting 	<ul style="list-style-type: none"> ▪ Qualified to degree level ▪ Experience of delivering whole class teaching under guidance.
Professional Attributes	<p>1 Have high expectations of children and young people with a commitment to helping them fulfil their potential</p> <p>2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people</p> <p>3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people</p> <p>4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers</p> <p>5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people</p> <p>6 Demonstrate a commitment to collaborative and cooperative working with colleagues</p> <p>7 Improve their own knowledge and practice including responding to advice and feedback</p>	<ul style="list-style-type: none"> ▪ Ability to inspire and motivate a team. • Experience of management of a successful team, including performance management

<p>Knowledge and Understanding</p>	<p>8 Understand the key factors that affect children and young people's learning and progress</p> <p>9 Know how to contribute to effective personalised provision by taking practical account of diversity</p> <p>10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people</p> <p>11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy</p> <p>12 Know how to use ICT to support their professional activities</p> <p>13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support</p> <p>14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved</p> <p>15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation</p> <p>16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice</p>	
<p>Professional Skills</p>	<p><i>PLANNING AND EXPECTATIONS</i></p> <p>17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities</p> <p>18 Use their area(s) of expertise to plan their role in learning activities</p> <p>19 Devise clearly structured activities</p>	

	<p>that interest and motivate learners and advance their learning</p> <p>20 Plan how they will support the inclusion of the children and young people in the learning activities</p> <p>21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities</p> <p>TEACHING AND LEARNING ACTIVITIES</p> <p>26 Use effective strategies to promote positive behaviour</p> <p>27 Recognise and respond appropriately to situations that challenge equality of opportunity</p> <p>28 Use their ICT skills to advance learning</p> <p>29 Advance learning when working with individuals</p> <p>30 Advance learning when working with small groups</p> <p>31 Advance learning when working with whole classes without the presence of the assigned teacher</p> <p>32 Organise and manage learning activities in ways which keep learners safe</p> <p>33 Direct the work, where relevant, of other adults in supporting learning</p>	
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