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| **Job Title:** Higher Level Teaching Assistant |  |
| Line managing:   * Teaching Assistants | Reporting to:   * Assistant SENCO / SENCO |
| **Hours:**   * **36 hours per week - Term time only + 5 additional days during school holidays** | |
| Job Purpose: To work under the guidance of the SENCO/teaching/senior staff to promote positive outcomes for pupils by taking responsibility for agreed learning activities and general management responsibilities within the department. This may involve planning, preparing and delivering learning activities for individuals/groups or for whole classes as well as monitoring / assessing, recording and reporting on pupil’s achievement, progress and development. This will also include responsibility for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training. | |
| Specific responsibilities for all teaching assistants:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Area** | **Relevant**  **Standards** | **Band 1**  Teaching Assistant  (Induction Phase ) | **Band 2**  Teaching Assistant  (Post Induction) | **Band 3**  HLTA | | **PROFESSIONAL**  **PRACTICE** |  | **SC4: Point 18 - 19** | **SC4: Point 20 - 21** | **SO1: Point 29 - 31** | | (1.5), (2.1), (2.3), (2.4), (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (4.5), (4.6) | Many – but not all – aspects of teaching / support over time are good | All aspects of teaching / support over time are good | Many aspects of teaching / support over time are outstanding | | **PROFESSIONAL**  **OUTCOMES** | (1.5), (2.2), (2.4), (3.1), (3.4), (3.5), (4.1), (4.5) | With appropriate additional support, most pupils progress in line with school expectations | Most pupils engage with leaning and make progress in line with school expectations without additional support | Significant numbers of pupils demonstrate an engagement with learning and achieve progress which exceeds school expectations | | **PROFESSIONAL**  **RELATIONSHIPS** | (1.2), (1.4), (1.5), (2.4), (4.1), (4.2), (4.3), (4.4), (4.5) | Positive working relationships established  with pupils, colleagues and parents | These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others. | Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges | | **PROFESSIONAL**  **DEVELOPMENT** | (1.5), (2.1), (2.3), (4.3), (4.4), (4.5) | Develops professional practice in line with  advice from more experienced colleagues | Takes a proactive role in identifying areas  for professional development and accessing advice | Proactively leads the professional  development of others in a way which leads to improved outcomes for pupils | | **PROFESSIONAL**  **CONDUCT** | (1.1), (1.3), (1.4), (3.2), (3.6), (4.4) | Professional conduct meets the expectations set out within the Teaching Assistant Standards. | Professional conduct meets and often exceeds the expectations set out within the Teaching Assistant Standards. | Professional conduct meets the expectations set out within the Teaching Assistant Standards and positively influences others everyday practice. | | |

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| Specific Responsibilities - to ensure positive outcomes for pupils across all areas of the school: | |
| **Support for Pupils** | * Use specialist skills/knowledge/experience to assess areas of need and promote the development/use of strategies to support pupil’s learning and development. * Take a lead role in the development and implementation of pupil profiles, EHC plans and PSPs. * Develop and lead intervention strategies to improve specific skills for targeted pupils related to their needs as appropriate (e.g. Literacy, Numeracy, etc.). * Establish productive working relationships with pupils, acting as a role model and setting high expectations. * Promote the inclusion and acceptance of all pupils both within and outside the classroom. * Encourage pupils to interact and work co-operatively with others and engage all pupils in activities. * Promote independence and employ strategies to recognise and reward achievement of self-reliance. * Provide feedback to pupils in relation to progress and achievement. * Liaise with parents and relevant external agencies to ensure best practice for targeted pupils. |
| **Support for Teaching** | * Organise and manage an appropriate learning environment using specialist knowledge and strategies relating to targeted pupils. * Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate. * Monitor and evaluate pupils’ responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. * Undertake marking of pupils’ work and accurately record achievement/progress. * Assist with the recording of achievement/progress in lessons/activities and take responsibility for keeping and updating records as agreed with the teacher. * Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. * Work within the school’s established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence. * Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. * Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour * Administer and assess routine tests including support with invigilation and provision of Exam Access arrangements for examinations/tests. * Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc |
| **Support for the Curriculum** | * Plan, prepare and deliver learning activities to individuals/groups or for whole classes as well as associated monitoring / assessment/recording processes. * Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds. * Implement local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of relevant skills. * Support the use of IT in learning activities and develop pupils’ competence and independence in its use. * Ensure targeted pupils are able to access the schemes of learning across the range of curriculum areas and support other teaching assistant with preparing appropriately differentiated resources. * Advise on appropriate deployment and use of specialist aid/resources/equipment. * Help pupils to access learning activities through specialist support and by running small group interventions before, during or after school * Determine the need for, prepare and maintain general and specialist equipment and resources as required. |
| **Support for the School** | * Proactively support the implementation of school policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop to be the best they can be. * Contribute to the overall ethos/work/aims of the school. * Establish constructive relationships and communicate with other agencies/professionals, in order to support the achievement/progress of pupils. * Attend and participate in relevant meetings, training and performance appraisal processes as required. * Recognise own strengths and areas of expertise and use these to advise and support others. * Provide appropriate guidance and supervision and assist in training and development of staff as appropriate. * Plan, deliver and evaluate agreed extra-curricular activities for a range of pupils. * Assist with the delivery of and supervise of pupils on visits, trips and other out of school activities as required. |
| **Other** | * Actively participate in a planned cycle of line management including taking responsibility for line management of other teaching assistants. * Effectively contribute to recruitment/induction/appraisal/training/mentoring for other teaching assistants. * Effectively complete all other duties which the Headteacher may request. |
| *This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.* | |

**Person Specification**

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|  | Evidence of Quality | Method of Assessment\* |
| Qualifications |  |  |
| GCSE Grade C/4 or above in Maths and English (or equivalent level 2 qualification). | Essential | A |
| Met HLTA standards or equivalent qualification or experience. | Essential | A |
| Relevant qualifications and/or experience in the field of numeracy/literacy or specialist curriculum area. | Desirable | A |
| **Experience** |  |  |
| Experience of working with children with SEN of relevant age in a learning environment. | Essential | A/I |
| Relevant training/experience in a range of learning strategies. | Essential | A/I |
| **Skills, Knowledge and Understanding** |  |  |
| Ability to build and maintain successful relationships with pupils in order to support their learning and development. | Essential | A/I/T |
| Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils’ learning. | Essential | A/I |
| Ability to demonstrate positive values, attitudes and behaviour and promote these to pupils and colleagues. | Essential | A/I |
| Understanding of the SEN Code of Practice, inclusion / equal opportunities and how these promote opportunities for pupils. | Essential | A/I |
| Able to promote and support the inclusion of all pupils in the learning activities in which they are involved. | Essential | A/I |
| Knowledge of the curriculum, age-related expectations of pupils, the main teaching methods and the testing/exam frameworks in the subjects involved. | Essential | A/I |
| Ability to plan, deliver and evaluate learning activities for pupils demonstrating an understanding of key factors that can affect the way pupils learn. | Essential | A/I |
| Ability to evaluate pupils’ responses to learning activities, assess their progress and modify approach accordingly. | Essential | A/I |
| Knowledge of behaviour management strategies which contribute to the learning environment. | Essential |  |
| Ability to organise, lead and motivate a team of staff, working collaboratively with colleagues to support them in completing their roles effectively. | Essential | A/I |
| Ability to improve own practice, including through observation, evaluation and discussion with colleagues. | Essential | A/I |
| Ability to use ICT to advance pupils’ learning. | Desirable | A/I/T |
| **Personal Qualities** |  |  |
| High levels of organisation, self-management and resilience. | Essential | A/I/T |
| Flexibility to respond to the varying demands of the school day and the students’ needs. | Essential | A/I |
| Resilience. | Essential | A/I |
| Flexibility to respond to the varying demands of the school day and the pupils’ needs. | Essential | A/I |
| **Other Requirements** |  |  |
| A commitment to on-going personal development and willingness to undertake appropriate training. | Essential | A/I |
| A desire to develop a career in education including an interest in becoming a qualified teacher. | Desirable | A/I/T |
| Appointment to the post is subject to a satisfactory enhanced DBS check. This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes. | | |

\* A - Application Form I - Interview T – Test/Presentation