

# Higher Level Teaching Assistant – PPA Cover & Resources

**School:** Thornhill Primary School

**Grade:** Scale SO1

**Hours:** 33.5 hours (term-time only)

**Responsible to:** Assistant Head



## Job Description

### PURPOSE OF THE POST

The role of the **HLTA PPA Cover & Resources** is to provide and deliver learning activities to whole classes of pupils when the class teacher is not present. This will involve planning, preparing and delivering learning activities for individuals/groups or whole classes and monitoring Pupils and assessing, recording and reporting on Pupils' achievement, progress and development.

In addition, the role will be responsible for the management of curriculum resources and timetabling (rota) support staff.

### MAIN RESPONSIBILITIES

#### SUPPORT FOR PUPILS

- Assess the needs of Pupils and use detailed knowledge and specialist skills to support Pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- 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.
- Organise and manage appropriate learning environments and resources for the lessons that they teach
- Plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback/ marking and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

#### SUPPORT FOR THE TEACHER

- Organise and manage appropriate learning environment and resources
- Support the teaching of English and Maths using established support and intervention programmes (such as phonics), and assist pupils to access the full curriculum. Be familiar with lesson plans, Pupil-Passport targets and learning objectives.
- Provide objective and accurate feedback and reports as required on Pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline 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.
- Produce lesson plans, worksheet, plans etc.
- Monitor and evaluate Pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Administer and assess/mark tests and invigilate exams/tests

### **SUPPORT FOR THE CURRICULUM**

- Deliver learning activities to Pupils within agreed system of supervision, adjusting activities according to Pupil responses/needs
- Deliver local and national learning strategies in reading, writing grammar and maths and make effective use of opportunities provided by other learning activities to support the development of Pupils' skills
- Use ICT effectively to support learning activities and develop Pupils' competence and independence in its use
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- Select and prepare resources necessary to lead learning activities, taking account of Pupils' interests and language and cultural backgrounds

### **SUPPORT FOR THE SCHOOL**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all Pupils have equal access to opportunities to learn and develop
- Contribute to the overall aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of Pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Deliver out of school learning activities within guidelines established by the school.
- To support, uphold and contribute to the development of the school's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Take the initiative as appropriate to develop multi-agency approaches to supporting Pupils

- Support the teaching of English and Maths using established support and intervention programmes (such as phonics), and assist pupils to access the full curriculum. Be familiar with lesson plans, Pupil-Passport targets and learning objectives.

## **MONITORING AND ASSESSMENT**

- With teachers evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements at parents' meetings which are usually held outside school hours

## **MANAGEMENT RESPONSIBILITIES**

- To meet with SLT once per half term to discuss, review and report on Pupil Progress across the school
- Gather and present progress data on identified groups
- To support the school's self-assessment and monitoring process by contributing to relevant parts of the SEF.
- To deliver agreed specialist interventions e.g. Phonics
- To attend school meetings about curriculum and disseminate information
- To be a Lead Practitioner in the school demonstrating excellent practice as role model to colleagues
- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Rota support staff for playground duty, classrooms, trips and other events.
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake induction, training and mentoring for other teaching assistants

## **RESOURCES**

- Determine the need for, prepare and maintain general and specialist equipment and resources
- Control and manage the directed budgets
- Help Pupils access specialist learning resources as required
- Keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for Pupils

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## Person Specification

### CRITERIA

You must demonstrate on your application form that you meet the following essential criteria.

REQUIREMENTS		ESSENTIAL CRITERIA
QUALIFICATIONS	E.1	Educated to NVQ level 3 / 4 or equivalent. Level 2 in Maths and Literacy (equivalent to GCSE A-C)
	E.2	The ability to write to a good standard of literacy to include excellent report writing skills.
	D.3	<b>Desirable</b> Training/qualification in relevant either Maths or English curriculum areas or areas of particular learning difficulty.
EXPERIENCE	D.4	<b>Desirable</b> At least one year's previous experience of working as a HLTA
	E.5	Working with children, young people, parents and families preferably within an educational context.
	E.6	Working as part of a team, as well as on your own using your initiative.
	E.7	Working with professionals from other agencies and in multi-agency context.
	E.8	Using IT systems to compile reports as well as analysing statistical data for monitoring purposes.
	E.9	Knowledge and understanding of and commitment to implement the school's curriculum strategies
KNOWLEDGE	E.10	Demonstrate an understanding of issues linked to confidentiality.
	E.11	Good knowledge of a range of learning strategies such as reading and math interventions
	E.12	An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to pupils' learning.
	E.13	Good standard of spoken and written English.

	E.14	Understanding of the developmental needs of children
	E.15	Knowledge of current SEND Code of Practice
	E.16	Knowledge of child protection issues and procedures.
<b>SKILLS</b>	E.17	Ability to communicate effectively both orally and in writing, especially with Pupils, parents, school staff, social workers and other professionals.
	E.18	Ability to form and maintain appropriate professional relationships and boundaries with children and young people
	E.19	Ability to use IT systems effectively to produce reports, record information and monitor outcomes for individuals and groups
	E.20	Ability to monitor and evaluate pupils' performance and maintain accurate pupil records using the school's systems in place.
	E.21	Ability to undertake and take a lead responsibility e.g. to act as coordinator for other teaching assistants, to coordinate training programmes, organise reading recovery programmes etc.
	E.22	Ability to persuade and negotiate as well as good interpersonal / communication skills
	E.23	Able to use own initiative and work alone when necessary
	E.24	Ability to overcome communication barriers with children and their parents
	E.25	Ability to listen effectively and to maintain confidentiality
	E.26	Ability to maintain accurate and up to date records
	E.27	Ability to meet tight deadlines and plan and manage own time effectively
	E.28	Demonstrate an ability to cope with stressful / conflict situations
	E.29	Ability to work flexibly as part of a team and to show initiative when appropriate
	E.30	Clear, legible handwriting
	E.31	Good literacy and numeracy skills
	E.32	Good organisational skills
<b>PERSONAL QUALITIES</b>	E.31	Caring, approachable, firm, understanding, consistent, assertive and calm
	E.32	Understanding of children's needs
	E.33	Adaptability and willingness to assist with other aspects of school life.
	E.34	Willingness to continue to learn and develop and train.