

JOB DESCRIPTION

POST TITLE: **HIGHER LEVEL TEACHING ASSISTANT (LEVEL 5)**

GRADE: **SO2**

DEPARTMENT: **Schools**

RESPONSIBLE FOR: **Specialist subject**

REPORTING TO: **Head of Schools**

PURPOSE OF THE JOB

All aspects of the job description is to be carried out within a system of supervision by qualified teachers, to be determined by schools prior to employing Level 5 higher level teaching assistants.

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main Duties

Planning

1. Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

Teaching and Learning

4. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.

5. Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
6. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
7. Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of pupils, support the teaching of the National Numeracy Strategy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
9. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
10. To promote the safeguarding of children
11. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others
12. In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.
13. Organise and safely manage the appropriate learning environment and resources
14. Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance
15. Assist the classteacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
16. Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

17. With teachers evaluate pupils' progress through a range of assessment activities.
18. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
19. Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
20. Assist in maintaining and analysing records of pupils' progress.

21. 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.
22. Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

23. Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
24. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
25. Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.
26. Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
27. Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

28. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
29. Understand and implement school child protection procedures and comply with legal responsibilities.
30. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
31. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
32. Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
33. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
34. Supervise pupils in the playground and plan and organise play time activities.
35. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health

visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

36. Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.
37. At all times carry out duties with due regard to the school's Health and Safety policy.
38. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

PERSON SPECIFICATION

HIGHER LEVEL TEACHING ASSISTANT (LEVEL 5)

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

EDUCATION & EXPERIENCE
<ol style="list-style-type: none">1. Meet HLTA standards or equivalent qualification or experience.2. Hold relevant qualifications at a level equivalent to at least NQF Level 3.3. Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 2 (or by test).4. Attend induction training; NLS,NNS, ALS, ELS, FLS training as appropriate and training relevant to the post, including behaviour management and Child Protection training.5. Training in relevant learning strategies e.g. literacy.6. A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.7. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
KNOWLEDGE & UNDERSTANDING
<ol style="list-style-type: none">8. Knowledge of the requirements of the national literacy and numeracy strategies.9. Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.10. Understanding of behaviour management strategies.11. Understanding of First Aid procedures.
SKILLS
<ol style="list-style-type: none">12. Effective oral and written communication skills.13. Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.14. Good organisational and time management skills.15. Sound IT skills to support learning and maintain electronic information systems.
ABILITIES

<p>16. Able to form and maintain appropriate professional relationships and boundaries with children and young people.</p> <p>17. Ability to organise, lead and motivate a team.</p> <p>18. Ability and willingness to work constructively as part of a team</p> <p>19. Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.</p> <p>20. Ability to organise the classroom activities e.g. preparing and setting out resources.</p> <p>21. Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L.</p> <p>22. Ability to deal with sensitive information in a confidential manner.</p> <p>23. Ability to help children and young people to transfer their learning to other parts of their lives.</p> <p>24. Ability to provide a good role model to young pupils.</p> <p>25. Ability to work in partnership with parents and teachers.</p> <p>26. Ability to use own initiative and work flexibly.</p>
OTHER
<p>27. Willingness to attend school training sessions.</p> <p>28. Empathy with young people facing barriers to their learning.</p> <p>29. A commitment to helping young pupils achieve, through education and learning.</p> <p>30. An understanding of and a genuine commitment to Equal Opportunities.</p>