**JOB DESCRIPTION**

**Job Title:** Higher Level Teaching Assistant (Primary)

**Grade:** SO1

**Reporting to:**  Assistant Principal

**Job Purpose:**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes, monitoring pupils and assessing, recording and reporting on pupils’ achievement, progress and development. Responsible for the management and development of a specialist area within the academy and management of other teaching assistants (where relevant) including allocation and monitoring of work, appraisal and training.

**Key Responsibilities:**

* To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning.
* To establish productive working relationships with pupils, acting as a role model and setting high expectations.
* To develop and implement IEPs.
* To promote the inclusion and acceptance of all pupils within the classroom.
* To support pupils consistently whilst recognising and responding to their individual needs.
* To encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
* To promote independence and employ strategies to recognise and reward achievement of self-reliance.
* To provide feedback to pupils in relation to progress and achievement.
* To organise and manage appropriate learning environment and resources.
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate.
* To monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* To provide objectives and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
* To record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
* To work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
* To support the role of parents in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc.
* To administer and assess/mark tests and invigilate exams/tests
* The production of lesson plans, worksheet, plans etc.
* To deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
* To deliver local and national learning strategies e.g. literacy, numeracy, in Early Years, KS1 and KS2 and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
* To use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
* To select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
* To advise on appropriate deployment and use of specialist aid/resources/equipment.
* To 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.
* To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* To contribute to the overall ethos/work/aims of the academy.
* To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
* To take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
* To recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
* To contribute to the identification and delivery of appropriate out of academy learning activities, within established guidelines, which consolidate and extend work carried out in class.
* To liaise between managers/teaching staff and teaching assistants.
* To hold regular meetings with managed staff, including appraisal where relevant.
* To represent teaching assistants as appropriate at meetings.
* To contribute to the recruitment/induction/training/mentoring of teaching assistants.

*The Stephen Longfellow Academy is committed to safeguarding and promoting the wellbeing of all children and we expect our staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check. We promote diversity and aim to establish a workforce which reflects the population of Leeds.*

**Higher Level Teaching Assistant – Person Specification**

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| **Attribute** | **Essential** | **Desirable** | **How identified** |
| Qualifications | * GCSE English and Mathematics (or equivalent)
* Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
* Ability to relate well to children and adults
 | * Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT
 | * Application
* References
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| Knowledge and skills | * Can use ICT effectively to support learning
* Understanding of statutory frameworks relating to teaching
* Ability to organise, lead and motivate a team
* Ability to plan lessons and series of lessons that enable Pupils to make progress in their learning
 |  | * Application
* References
* Admin exercise
* Interview
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| Experience | * Experience of working with children of relevant age in a learning environment
* Experience of implementing national curriculum and other relevant learning programmes strategies
* Good understanding of child development and learning processes
 | * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
 | * Application
* References
* Interview
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| Continuous Professional Development | * Evidence of commitment to personal CPD
 |  | * Application
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| Personal Qualities | * A passion for education and making a difference
* Excellent communicator
* Effective team member
* Drive and determination
* Ambition
* Energy, enthusiasm, sense of humour
 |  | * Application
* References
* Interview
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We will consider any reasonable adjustments under the terms of the Disability Discrimination Act, to enable an applicant with a disability (as defined under the Act) to meet the requirements of the Act.