



## Job Outline – Higher Level Teaching Assistant

**Responsible to:** SENDCo  
**Salary Grade:** Scale 7  
**Full time/Part time:** 32.5 hours per week (8.30am – 4pm), 39 weeks per year (38 weeks term time plus 1 week non-pupil days)

### Job Purpose

To complement the professional work of teachers by taking responsibility for various programmes under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring students and assessing, recording and reporting on students' achievement, progress and development.

### Safeguarding Responsibilities

- Demonstrate a commitment to keeping children and young people safe
  - Report any disclosure made to the appropriate person
  - Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of the Trust policies in relation to safeguarding

The Sigma Trust is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure that we have a range of policies in place which promote safeguarding and safer working practice across our schools.

### Key Responsibilities

#### Support for Students

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students within the classroom
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress and achievement
- Develop and implement IEPs
- Support students consistently whilst recognising and responding to their individual needs

#### Support for Teaching Staff

- Organise and manage appropriate learning environment and resources
- Provide objective and accurate feedback and reports as required on student 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 students' learning and contribute to/lead meetings with

- parents to provide constructive feedback on student progress/achievement etc.
- Produce lesson plans, worksheet, plans etc.
- Monitor and evaluate student 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
- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students' skills
- Use ICT effectively to support learning activities and develop students' 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 students' 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 students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- 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.
- 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 students.

### Resources

- Determine the need for, prepare and maintain general and specialist equipment and resources Help students 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 students

### **General**

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure all duties and services provided are in accordance with the trust's Equal Opportunities Policy

**Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified. The postholder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.**

**This job description may be amended at any time following discussion with the Headteacher and/or CEO, and will be reviewed annually.**