

### Job Description

<b>Job Title</b>	Higher Level Teaching Assistant
<b>Academy</b>	Welbourne Primary Academy
<b>Reports to</b>	Deputy Headteacher
<b>Line Management of</b>	Teaching Assistants
<b>Contract</b>	35 hours per week /39 weeks (Term time plus 1)
<b>Salary</b>	Pathway 6 (FTE £31,099 - £34,732)
<b>Start Date</b>	ASAP
<b>Core Purpose</b>	Take a lead role within the school to address the needs of the pupils in overcoming barriers to learning. To have the ability to work with the whole class, small groups and individuals with/without the direction of the teacher.

<b>Key Responsibilities</b>	
	<ul style="list-style-type: none"> <li>• Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.</li> <li>• Contribute to the planning and preparation of learning activities.</li> <li>• Take responsibility for delivering planned curriculum activities.</li> <li>• Encourage and promote the inclusion and acceptance of all pupils.</li> <li>• Promote good pupil behaviour, dealing with pupils in line with the established policies encouraging pupils to take responsibility for their own behaviour</li> <li>• Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the class teacher.</li> <li>• Provide feedback to pupils in relation to progress and achievement.</li> <li>• Undertake comprehensive assessments of pupils to determine those in need of particular assistance.</li> <li>• Organise and manage appropriate learning environment and relevant resources.</li> <li>• Work with the Teacher in lesson planning, evaluating and adjusting plans as appropriate.</li> <li>• Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.</li> <li>• Provide detailed and regular feedback to the relevant people on pupil achievement, progress and other matters, e.g. IEPs.</li> <li>• Contribute to behaviour management within the school and take charge of situations.</li> <li>• Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.</li> <li>• Administer routine tests and undertake routine marking in line with the school policy.</li> <li>• Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.</li> <li>• Deliver local and national learning strategies - e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.</li> </ul>

### **Supporting the Thomas Deacon Academy Junior and the wider Academy**

- Set a personal example that contributes to the positive ethos of the Academy
- Be aware of, and comply with, policies and procedures, e.g. child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Assist with the supervision of pupils out of lessons, including before and after school and at lunch times
- Accompany staff and supervise pupils on visits, trips and out-of-school activities as required and take responsibility for small groups
- Develop and maintain professional and effective working relationships with parents/carers, external partners and other staff colleagues.
- Attend relevant meetings as required.
- Engage actively in the Academy Performance Management Process
- Undertake professional development as required or identified through the Performance Management process
- Undertake First Aid training and use this to assist as required during the day to support others.

### **Line Management Responsibilities (where appropriate)**

- Lead and supervise the work of an individual or a team of Teaching Assistants.
- Provide advice and guidance to teaching assistants on best practice and practical problem-solving.
- Undertake performance management reviews for Teaching Assistants and identify objectives and training and development needs.

### **General Responsibilities**

- Take on any additional responsibilities which might from time to time be reasonably determined
- Create and maintain positive and supportive relationships with staff, parents, business, community and other partners including the Board
- To engage with appropriate training opportunities to promote professional effectiveness in this role
- To promote a flexible approach to meet the changing needs of the Academy.

### **Academy Responsibilities**

In addition to the specific responsibilities of this post, every member of staff at the Academy will commit to:

- Providing a courteous and efficient service to pupils at all times
- Using their influence with other staff and pupils to promote high standards of behaviour within the Academy
- Working to maintain the Academy at the forefront of educational practice
- Fostering and sustaining a culture of leadership and creativity within all aspects of the Academy's operation
- Promote the safeguarding of all students

**The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.**

**Note: Every job description in the organisation will be subject to a review either:**

- **On an annual basis at the time of the annual appraisal meeting, or**
- **As a result of a change in strategic direction, or**
- **As a result of a team/operational requirements, or**

**It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date**

### Person Specification

Attribute	Essential or Desirable	Assessment
<b>Qualifications</b>		
HLTA qualification or level 3 Teaching Assistant qualification.	E	A
Willingness to undertake appropriate first aid training.	E	A
Training in relevant learning strategies e.g. literacy/numeracy/EAL.	D	A
<b>Knowledge and Understanding</b>		
Ability to provide support for pupils, including those with special needs and EAL, ensuring their safety and access to learning activities.	E	A/I
Promote good pupil behavior, and deal promptly with conflict and incidents.	E	A/I
Ability to undertake student record keeping as requested.	E	A/I
Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils' learning styles.	E	A/I
Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.	E	A/I
Knowledge of how to support literacy/numeracy/EAL programs and provide appropriate feedback to teachers.	E	A/I
Ability to utilise strategies to support students in achieving learning goals.	D	A/I
<b>Skills and Abilities</b>		
Establish good working relationships with pupils acting as a role model.	E	A/I
Encourage pupils to interact with others and engage in activities led by the teacher.	E	A/I
Assist with the development and implementation of Individual Learning Plans and Education Health Care Plans.	E	A/I
Provide detailed and regular feedback to teachers on pupils' achievements and progress.	E	A
Support the use of ICT in learning activities and develop pupils' competence and independence in its use.	E	A
<b>Experience</b>		
Good understanding of national curriculum and other Learning programs/techniques.	E	A/I
Good understanding of child development and learning.	E	A/I
Ability to relate well to children and adults.	E	A/I
General awareness of inclusion, especially within a school setting.	E	A/I
Experience of working with primary aged children.	E	N/A
<b>Personal Commitment</b>		

Safeguarding and promoting the welfare and rights of young people.	E	A/I
An acceptance of the principles underlying equal opportunities and diversity	E	A/I
Effective team work	E	A/I
Own performance management and to continued, relevant, professional, development.	E	A/I

**Assessment methods**

**A – Application    I – Interview    T – Task/Activity    L – Lesson Observation    R – References**