



Job Description

Job Title: Higher level Teaching Assistant

Location: Meadstead Primary Academy

Hours of work: 35 hours 5 days per week

Reports to: Head of School/SLT

Purpose of the Role:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

To advance pupils' learning in a range of classroom settings, including working with individual pupils or groups and whole classes where the assigned teacher is not present, eg PPA time, course cover, teacher release time or short term absence. Following discussions with the class teacher, activities will involve planning, preparing and delivering lessons as well as monitoring pupils, assessing, recording and reporting on pupils' achievement, progress and development.

To be responsible for the quality of their activities (planning, delivery, follow-up etc) in line with school monitoring procedures.

The role will have specific responsibility for the management and development of a specialist area within the Academy.

Main Duties:

- Plan teaching and learning activities and evaluate and adjust lessons as appropriate.
- Deliver indoor and outdoor learning activities to pupils within an agreed system of supervision according to pupil responses/needs.
- Organise and manage appropriate resources and learning environments and in conjunction with subject lead and SLT
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies including implementing the school's marking and feedback policy. Evaluating effectiveness on a termly basis.
- Provide objective, accurate feedback and reports to teachers/Key Stage Leaders.
- Liaise between Key Stage Leaders, teaching staff and teaching assistants to ensure learning activities are effective.
- To manage pupil behaviour, reporting difficulties in line with the behaviour policy.
- To supervise and support pupils ensuring their safety and access to learning.
- To establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- To promote the inclusion and acceptance of all pupils.
- To encourage pupils to interact with others and engage in activities led by the teacher.
- To encourage pupils to act independently as appropriate.
- To support pupils to understand instructions.



- To be aware of and comply with policies and procedures relating to teaching and learning (presentation, marking and feedback, homework etc), child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school.
- To appreciate and support the role of other professionals.
- To attend relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To accompany teaching staff and pupils on visits, trips and after school activities as required.
- To complete any additional tasks as directed by the Headteacher in order to support learning and school development.
- Support/model, as directed, in the training of students from educational institutions.

Any Special Conditions of Service:

There is a requirement to submit to an enhanced DBS background check. Term time working. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking policy.

Our values:

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Head of School/Group/Chief Executive
5. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.
6. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.



Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



Person Specification

Job Title: Higher Level Teaching Assistant

General heading	Detail	Essential requirements:	Desirable requirements:
<p>Qualifications</p> <p><i>**It is essential that Higher Level Teaching Assistants have HLTA status or have Qualified Teacher Status to enable them to deliver teaching and learning activities to a whole class</i></p>	<p>Qualifications required for the role</p>	<ul style="list-style-type: none"> ● Successful experience working with children in a school/early years environment ● HLTA status (or willingness to complete within 24 months) or QTS ** ● Participate in other specialist development and training opportunities ● Level 2/ GCSE grade C+ equivalent in English ● Level 2/ GCSE grade C+ equivalent in Maths ● Good working knowledge of basic ICT to support learning ● Basic knowledge of First Aid 	<ul style="list-style-type: none"> ● Team Teach qualification or equivalent ● Successful completion of training to support children with SEND
<p>Knowledge/Experience</p>	<p>Specific knowledge/ experience required for the role</p>	<ul style="list-style-type: none"> ● Understand and implement the school's behaviour management policy. Have a positive approach to behaviour management ● Understanding of the EYFS curriculum ● Ability to assess progress and performance ● Understand and support the importance of physical and emotional wellbeing ● Have some knowledge of learning difficulties and a variety of strategies to support children 	<ul style="list-style-type: none"> ● Experience of working in an outdoor learning environment. ● Experience/qualifications in linking science to outdoor learning



		<ul style="list-style-type: none"> • Knowledge of literacy/ numeracy frameworks/ Foundation Stage Curriculum and Phonics Programmes • Ability to maintain intervention records • Working with pupils of a relevant age to support their learning • Detailed understanding of assessment and learning to support pupil progress and school development 	
Skills	Line management responsibilities (No.)	<ul style="list-style-type: none"> • N/A 	
	Forward and strategic planning	<ul style="list-style-type: none"> • Proven, successful experience in accelerating progress for groups of pupils against agreed outcomes • Proven ability to plan using specialist knowledge, successful learning opportunities for small groups of children. • Ability to assess children's progress in line with school policy and procedure (eg marking & feedback, monitoring and evaluation) • Positively and effectively manage behaviour in line with school policy and procedure 	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously
	Budget (size and responsibilities)	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> •
	Abilities	<ul style="list-style-type: none"> • Ability to write detailed reports, letters • Good organisational skills 	<ul style="list-style-type: none"> •



		<ul style="list-style-type: none"> • Ability to remain calm under pressure • Ability to support the work of children and move their learning on • Ability to manage own time effectively • Demonstrate creativity and an ability to resolve routine problems independently • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Ability to work effectively with a range of adults • Know when, how and with whom to share information • Ability to critically evaluate own performance 	
Personal Characteristics	Behaviours	<ul style="list-style-type: none"> • To take up CPD opportunities • Is motivated and energised • Eager to develop and learn from others • Takes time to evaluate own thoughts and behaviours • Behaves calmly and professionally when under pressure • Listens to constructive feedback and reacts appropriately 	•



		<ul style="list-style-type: none">• Learns and bounces back from adversity• Treats others with respect and dignity	
	Values	<ul style="list-style-type: none">• Ability to demonstrate, understand and apply our values<ul style="list-style-type: none">○ Be unusually brave○ Discover what's possible○ Push the limits○ Be big hearted	
Special Requirements		<ul style="list-style-type: none">• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check• Right to work in the UK• Evidence of a commitment to promoting the welfare and safeguarding of children and young people	<ul style="list-style-type: none">•