



Job Description – Higher Level Teaching Assistant

Salary and Grade: United Learning Support Staff Pay Structure

Responsible to: All members of the SLT including Head Teacher

Main purpose of the post:

- The post holder will support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.
- This involves working in conjunction with the teacher to prepare curriculum content to work with one or more class teachers and take classes. This would also include monitoring, assessing, recording and reporting on pupil development, progress and attainment.
- The post holder will be a member of the teaching team and will work under the leadership of a qualified teacher.
- The post holder will operate with a high level of delegated authority under an agreed system of supervision.

Support for Pupils:

- Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present) using detailed knowledge, experience, specialist skills and training.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Develop and implement pupil's Individual Education/Behaviour/Support/Mentoring Plans and review progress.
- Attend to the pupils' personal needs, including social, health, physical, hygiene, first aid and welfare matters.
- Promote the inclusion and acceptance of all pupils.
- Support pupils as directed by the Senior Leadership Team.

Support for the Teacher:

- Organise and manage appropriate learning environment and resources.
- Under an agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate.
- Undertake marking and more in-depth feedback of children's learning.
- Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies against pre-determined learning objectives.
- Within the school's behaviour policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to purposeful learning environment.

- Support, co-ordinate and organise pupils attending extra-curricular activities or other out of school activities (where required).
- Invigilate exams/tests within the school environment.
- Use and operate ICT systems and equipment for administrative purposes.

Support for the Curriculum

- Contribute to curriculum planning, evaluation and implementation.
- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
- Use ICT effectively to support learning activities.
- Contribute to development of school policies and procedures by participation in working groups.
- The development, preparation and dissemination of appropriate materials.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- Oversee a designated area of curriculum support/ a curriculum system as required or deemed necessary by the school.

Support to School: (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be involved in and contribute to whole school policy development.
- Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers, parents, guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in regular training, professional development and performance management.
- Assist with the supervision of pupils out of lesson times, including before and after school (and at lunchtimes when deemed necessary and appropriate).

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.



Person Specification

	Essential	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Meet HLTA standards or equivalent qualification and experience. • NVQ Level 4 for Teaching Assistant (or recognised equivalent qualification). • Attainment of 5 GCSE grades A –C (or equivalent) including Maths and English 	
Skills & experience	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice including school performance management policies. • A good understanding of curriculum matters and to be able to contribute effectively to curriculum development and delivery. • In depth understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Have experience of, or demonstrate the ability to develop, implement and deliver training programmes for other members of staff • Effective use of ICT to support learning. • Use of other equipment and technology – video, photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Excellent communication skills. 	<ul style="list-style-type: none"> • Experience of being involved in a networked learning community.
Attitudes	<ul style="list-style-type: none"> • Value the education of every pupil as equally important • Be committed to equal opportunities • Believe in pupils' entitlement to a broad, balanced and meaningful education • Be committed to high quality in all aspects of their work • Have a collaborative approach to partnership working • Have an understanding of school systems, timetabling, data tracking for pupils, 	

	development, planning and implementation <ul style="list-style-type: none">• Commitment to personal development and growth.	
Qualities	<ul style="list-style-type: none">• A highly professional approach to their work• The ability to thrive in a 'no excuses' culture• Great energy, enthusiasm and hope• A real drive to make things happen• A passionate desire to make a difference• A good sense of humour	