

Job Description

Post : **HIGHER LEVEL TEACHING ASST- PEDAGOGIC**

Location : **Conisborough College**

Reports to : **Head of Faculty / Senior Team Leader**

Overall purpose :

- To contribute to the drive to raise standards of pupils' attainment, achievement and behaviour for learning within a given curriculum area.
- To share the accountability for promoting monitoring and supporting pupil progress and development within the curriculum area.
- To play a key role in the whole school management of cover both within a specific curriculum area and across the wider school community.
- Plan, prepare, deliver, assess, report and mark learning activities for individuals/groups or short term for whole classes under an agreed system of supervision
- Responsible for the management and development of a specialist area within the school where required.

Line Manager : Head of Faculty / Senior Team Leader

Liaising with : Senior Leadership Team, Curriculum Leaders, Teachers, LA Consultants, other support staff, internal and external agencies and parents.

Working time : 35 hrs per week, 39 weeks per year (term-time only) which includes 5 CPD days.

Grade : Scale 6 Spine pt 26 pro rata

Accountability :

- To line manager, teachers, other teaching assistants and support staff.
To participate in performance management and undertake reviews and target setting in line with the school policy.
- To ensure that health and safety policies and practices, including risk assessment and child protection procedures are in line with national, local and school requirements.
- To organise and manage appropriate learning environments and resources in order to promote pupil progress.

Specific Responsibilities

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations

- Implement IEPs where these are in place for named pupils
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for Teachers

- Use teaching and learning objectives to plan challenging teaching and learning objectives and to evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil response/needs
- Deliver literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds and gender

- Advise on appropriate deployment and use of specialist aid/resources/equipment

Generic Responsibilities

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security and data protection, reporting concerns to an appropriate person
- Be aware of confidential issues linked to home/pupil/teacher/school/work and to keep confidences as appropriate
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Support the aims and ethos of the school and build, communicate and implement a shared vision making use of all means of communication
- Participate in whole school planning and policy making through membership of curriculum team
- Support implementation of the Specialist School Plan as appropriate
- To take responsibility for own personal development, liaising with curriculum team line manager or Senior Leader responsible for CPD
- To play a full part in the life of the school community and contribute to promoting Community Cohesion
- To recognise and support the implementation of school policy on Equality
- Contribute to the school's development as a Professional Learning Community
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative to develop appropriate multi-agency approaches to supporting pupils
- Lead for whole school in specialist area and share expertise and skills with others as appropriate
- Recognise own strengths and areas of expertise and use these to advise and support others
- Be responsible for the provision of out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

Signed _____ **Date** _____

PERSON SPECIFICATION

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EXPERIENCE (Essential Requirements)

- Experience of working with children of relevant age in a learning environment

QUALIFICATIONS/TRAINING (Essential Requirements)

- Excellent numeracy / literacy skills - equivalent to NVQ Level 3
- Meet Higher Level Teacher Assistant standards or equivalent qualification or experience
- Training in the literacy / numeracy strategy
- Specialist skills / training in curriculum or learning area e.g. bi-lingual, sign language, ICT

KNOWLEDGE/SKILLS (Essential Requirements)

- Can use ICT effectively to support learning
- Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
- Working knowledge and experience of implementing national curriculum and other relevant learning programmes
- Good understanding of child development and learning processes
- Understanding of statutory frameworks relating to teaching
- Constantly improve own practice/knowledge through self-evaluation and learning from others
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these