



Job Description

General Information

Job Title: High Level Teaching Assistant **JD Code:** JDE47

Reports to:

Typical Contract Full Time (32.5 hours per week)
Basis: Whole Year (52.143 weeks)

Salary: NJC Grade 5 SCPI2-17

JOB PROFILE

To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior staff, inclusive of contribution to teacher lesson plans, delivery and assessment, enabling access to learning for all pupils and support in classroom management and behaviour techniques. Management and development of specialist areas within the school.

SUPPORT FOR PUPILS

- Promote inclusion and acceptance of all pupils.
- Provide consistent support to all pupils, responding appropriately to individual pupil needs.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to pupils in relation to progress and achievement.
- Deal with the personal care and comfort of pupils in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines, as required.
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning in conjunction with the teacher.
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations.
- Contribute to the development and implementation of individual learning plans.

SUPPORT FOR THE TEACHER

- Contribute to and implement the lesson plans, worksheets, learning objectives etc, within agreed system of supervision.
- Produce worksheets within agreed system of supervision.
- Assist with the display of children's work.
- Effectively contribute to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- Use teaching and learning objectives to plan and to evaluate lesson/work plans as appropriate within agreed systems of supervision.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically, providing evidence of the range and level of progress and attainment.
- To escort pupils as necessary and assist in movement around the school.
- Administer and assess/mark tests and accurately record achievement/progress and invigilate exams/tests as appropriate to Key Stage.
- Establish a clear framework for pupil discipline, anticipate and manage pupil behaviour constructively, promoting self-control and independence, in line with established school policy.
- Support the role of parents in pupil learning and contribute to meetings with parents to provide constructive feedback on pupil progress/achievement etc.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities/programmes, according to pupil learning styles and individual needs within agreed system of supervision.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- Use ICT effectively in learning activities and develop pupils' competence and independence in its use.
- Assist pupils to access learning activities through specialist support e.g., curriculum,/SEN specialism.
- Select and prepare required resources to lead learning activities, taking account of pupil's interest, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment



SUPPORT FOR THE SCHOOL

- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned.)
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils taking the initiative to develop appropriate multi-agency approaches.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required.
- Establish own best practice and lead specialist area and use to support others.
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend in school activities.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS disclosure and satisfactory medical clearance.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities.

Person Specification – Higher Level Teaching Assistant

CRITERIA	ESSENTIAL	DESIRABLE
A. Education and training	<ul style="list-style-type: none"> • GCSE qualification or equivalent in Maths/numeracy and English/literacy • Evidence of Continuous Professional Development • Willingness to participate in High Level Teaching Assistant Training 	<ul style="list-style-type: none"> • Relevant qualification in Teaching Assistance/Early Years • Willingness to undertake appropriate first aid training •
B. Skills and abilities	<ul style="list-style-type: none"> • To have the ability to prioritise and organise own workload • Relate to and work with others as a member of a team • To have the ability to assist with the development and implementation of Individual Education Plans. 	
C. Experience & Knowledge	<ul style="list-style-type: none"> • Understanding of principles of child development, learning styles and independent learning • Understanding of inclusion, especially within a school setting • Working knowledge of relevant policies/codes of practice/legislation • Understanding of statutory framework relating to teaching and learning • To have experience and evidence of working with children with emotional and or behavioural issues 	
D. Personal qualities	<p>Evidence of</p> <ul style="list-style-type: none"> • the ability to relate to and motivate pupils • the ability to listen to and understand others • constant and consistent expectations of high standards 	



E. Approach to work	Evidence of <ul style="list-style-type: none">• high motivation and professional commitment• a flexible approach to working hours• a commitment to pupil-centred education• a commitment to involving parents as partners in the education process• a commitment to and understanding of equality of opportunity	
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Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

In addition, the post holder should have the ability to:

- vocalise the school's vision and aspiration to be a world class school
- be flexible to adapt to change
- have excellent attendance
- be a role model and act as an ambassador for the school and Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in suit or smart skirt/dress/ trousers and jacket. Be a role model and

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