



JOB DESCRIPTION

JOB TITLE:	Higher Level Teaching Assistant (Level 4b)		
DIRECTORATE:	People, Communities & Society	SCHOOL:	Dove-Shell Federation St Thomas Moorside School East Crompton St James School
GRADE:	Grade 6 (SCP 23 – 27)	JE CODE:	ETA5

JOB PURPOSE:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Responsible for the management and development of a specialist area within the school and federation and/or supervision of other teaching assistants including allocation and monitoring of work, mentoring and training.

Federation staff may be required to work at either school site.

KEY TASKS – Support for Pupils

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Promote inclusion and acceptance of all pupils, and encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the teacher.
3. To assess, assist and support pupils, including those with English as a second language and/or special needs, to access a range of learning activities, through specialist skills, in-depth knowledge of the National Curriculum and theoretical knowledge of how pupils learn.
4. The role may include supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
5. Make effective use of ICT in learning activities and develop pupils' competence and independence in its use.
6. Develop and implement Individual Education Plans and Behaviour Plans.
7. Promote self esteem and independence and employ strategies to recognise and reward achievement of self-reliance.

8. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

KEY TASKS – Support for Teachers

9. Within an established discipline policy, to anticipate and manage behaviour constructively, promoting self-control and independence.
10. Support the role of parents in pupil learning and contribute to /lead meetings with parents to provide constructive feedback on pupil progress, achievement, problems etc.
11. Within an agreed system of supervision, plan and prepare creative and challenging teaching and learning objectives. Produce, evaluate and adjust lesson plans and learning resources, such as worksheets, as appropriate.
12. Deliver learning activities, including those developed by self, which are part of local and national learning strategies, e.g. literacy, numeracy, KS1, KS2 or early years, to pupils within an agreed system of supervision. To take into account individual pupil learning styles and needs to make adjustments to activities so pupils can engage with the subjects/topics being delivered. This will involve individual, group and whole class work and may take place when the teacher is not present.
13. Using school procedures monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
14. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, both in lessons and other activities. Systematically record pupils' progress and achievements, ensuring availability of appropriate evidence
15. Administer and undertake routine marking of pupils' work using an explicit mark scheme that does not require interpretation. Invigilate tests / examinations as required.
16. Organise and manage an appropriate learning environment and resources.
17. Select and prepare resources necessary to lead/support learning activities, taking account of pupils' interests, language and cultural backgrounds.
18. Advise on appropriate deployment and use of specialist aid, resources and equipment.
19. Assist with the display of children's work as required.
20. Provide clerical support for teachers; e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and maintaining records of stock; administering coursework, production of work sheets for agreed activities.

KEY TASKS – Support for the School

21. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.

22. Organise and deliver out-of-school learning activities within guidelines established by the school and/or Oldham Council.
23. Contribute to the identification and implementation of appropriate out of school learning activities, which consolidate and extend the school activities.
24. Provide cover for classes within the agreed system of supervision. This could be regular planned cover for the teacher, i.e. for PPA time (Planning, Preparation and Assessment) or could be for the short-term absence of teachers.

KEY TASKS – Supervision of Staff

25. Supervise other teaching assistants if required by the senior management team and take part in the recruitment, induction, performance management, training and mentoring of Teaching Assistants.
26. Hold regular team meetings with managed staff to brief them on current activities in the school, promote new developments and to discuss and alleviate any concerns held by staff.
27. Liaise between managers, teaching staff and teaching assistants to ensure appropriate deployment of staff.
28. Represent the needs and views of teaching assistants at management and other appropriate meetings.

PRIORITY TASKS

The following tasks are high priority and may not be substituted or reallocated without prior agreement from senior leadership ie Executive Head, Deputy Head or Assistant Head.

1. Covering classes across the Federation
2. Following the Cover Timetable for the week ahead
3. Mark and assess work following lessons covered, leaving feedback for the teacher
4. Manage any additional staff in the class (such as Teaching Assistants) to successfully support pupils

STANDARD DUTIES

1. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
2. To uphold and promote the values and the ethos of the school.
3. To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
4. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.

5. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school.
6. To attend and participate in relevant meetings as appropriate.
7. To undertake any other additional duties commensurate with the grade of the post.

CONTACTS:

Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors, External suppliers

RELATIONSHIP TO OTHER POSTS IN THE DEPARTMENT:

RESPONSIBLE TO:	Class Teacher/Head of School
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RESPONSIBLE FOR:	
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SPECIAL CONDITIONS:

Enhanced DBS Disclosure is required

	DATE	NAME	POST TITLE
PREPARED			
SIGNED			
REVIEWED			

PERSON SPECIFICATION

Job Title: Higher Level Teaching Assistant

	Selection criteria (Essential)	Selection criteria (Desirable)	How Assessed
Education & Qualifications	<p>HLTA status or Level 3 T.A qualification and willingness to achieve HLTA status by an agreed date</p> <p>Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework</p> <p>Training in relevant learning strategies e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc</p>	Paediatric First Aid certificate	<p>AF / I (bring certificate to interview)</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Experience	<p>Experience of working with children in an educational setting who may have different individual needs and learning styles</p> <p>Experience of preparing/contributing to resources to support learning programmes</p> <p>Experience of effectively using ICT and other technology such as digital recorders and photocopiers, and resolving straightforward problems in their operation</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
			AF / I

<p>Skills & Abilities</p>	<p>Interpersonal skills to build and maintain effective relationships with all pupils and colleagues</p> <p>Communication skills to liaise sensitively with parents and carers</p> <p>Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives</p> <p>To promote a positive ethos and good role model</p> <p>Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these</p> <p>To continually improve own practice/knowledge through self evaluation and learning from others</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
<p>Knowledge</p>	<p>Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting pupils' welfare</p> <p>Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of the principles of child development and learning processes</p> <p>Understanding of equal opportunities and inclusion and how it applies in a school setting</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>

Work Circumstances	To work flexibly as the workload demands		I
	Occasional out of hours working to support school functions		I

Abbreviations: AF = Application Form; I = Interview.

NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview