



Newbridge Learning Community HLTA Job Description

Responsible to:	Reporting to SLT.
Line Manager:	Class teacher/Form Tutor and Deputy Head/ TA Mentor
Grade:	G7 (£23,126 - £25,798)
Working Hours:	35 hours per week, 39 weeks per year (specific working pattern to meet the needs of the school and to include evening programme)
Position Details:	Temporary Fixed Term Contract - to support 1 x named pupil(s).
Liaising with:	Headteacher, senior leadership team, middle leadership team, teachers, support staff, parents, carers, partners and agencies Responsible for - Direction and supervision of TAs within the classroom environment.
DBS Disclosure Level:	Enhanced
Job Purpose:	To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals and groups or delivering learning activities in the short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. To be responsible for the management of other teaching assistants, including monitoring of work, performance management and training.
Visions and Values	To uphold the Vision, Mission Statement and Values for the School

Support for students

- 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.
- Develop and implement IEPs.
- 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.
- Manage incidents which may require positive handling of a young person when appropriate.

Support for the teacher

- Organise and manage appropriate learning environments and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust lessons/work plans as appropriate.
- 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.
- Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Support the role of parents and carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress/achievement.
- Administer and assess/mark tests and invigilate exams/tests.
- Produce lesson plans and worksheets.

Support for the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Lead on a specialist, 'Options', subject area.
- Deliver local and national learning strategies, for example, literacy, numeracy and secondary curriculum, and make effective use of opportunities provided by other learning activities to support the development of pupils' 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, needs and language and cultural backgrounds.

Support for the school

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher to support achievement and progress of pupils.
- Take the initiative as appropriate to develop multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Where applicable, co-ordinate and support the EHCP Process, PEP Meetings and Annual Review process in conjunction with SENCO and Designate Teacher roles.
- Where applicable, take a lead role in the co-ordination of the exams process, including room arrangements, timetabling, co-ordination and exam entry/registration processes in conjunction with the school assessment lead.
- Participate in training and other learning activities and performance development.

Line Management

- Manage other specified teaching assistants.
- Liaise between teaching staff and teaching assistants.
- Hold regular meetings with managed staff.
- Represent teaching assistants at teaching staff meetings.
- Undertake induction, performance management and mentoring of other specified teaching assistants.

Other duties

- Undertake any other reasonable duties delegated by the Headteacher, commensurate with the job title and scale of the post.

Person Specification

HLTA

Selection Criteria			
	Essential	Desirable	Source A = application I = interview R = reference
Qualifications/Training			
Met Higher Level Teaching Assistant standards or shown a commitment to achieving them within an agreed timeframe.	✓		A, I
NVQ Level 4 or equivalent qualification in relevant discipline		✓	A, I
NVQ Level 3 or equivalent qualification in relevant discipline	✓		A, I
CPD in relevant education strategies	✓		A, I
GCSE grade C or above (or equivalent) Maths and English	✓		A, I
Basic First Aid training		✓	A
Positive handling training undertaken or willingness to undertake the training	✓		A, I
Experience			
Minimum two years' experience of working with or caring for children/young people of a relevant age and/or learning need in a school environment at Teaching Assistant Level 3 or above	✓		A, I, R
Experience of leading a specialist subject area	✓		A, I
Knowledge/Skills			
Can use ICT effectively to support learning	✓		A, I, R
Full working knowledge of relevant policies/codes of practice/legislation	✓		A, I, R
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	✓		A, I, R
Good understanding of child development and learning processes	✓		A, I, R
Understanding of statutory frameworks relating to teaching	✓		A, I, R
Ability to organise, lead and motivate colleagues	✓		A, I, R

Constantly improve own practice/knowledge through self-evaluation and learning from others	✓		A, I, R
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Selection Criteria			
	Essential	Desirable	Source A = application I = interview R = reference
Knowledge/Skills			
Ability to identify own training and development needs and co-operate with means to address these	✓		A, I, R
Ability to relate well to children and adults	✓		A, I, R
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		A, I, R
Ability to communicate effectively with parents/carers	✓		A, I, R
Know a range of strategies to promote good behaviour and establish a purposeful learning environment	✓		A, I, R
Knowledge of physical, intellectual, emotional and social development of children	✓		A, I, R
Lead on a specialist, 'Options', subject area.			
Other Requirements			
Positive recommendation from the current employer through written references	✓		R
Attendance record satisfactory to the Governing Body	✓		R
Qualified driver and car owner		✓	A
Commitment to extra-curricular trips and enrichment activities.	✓		