

**Job Description**

**High Level Teaching Assistant 1a**

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| **Job Title** | **High Level Teaching Assistant** |
| **Grade** | 2020 Scale 5 (2019 Band 3 (to mid point)) |
| **Reports to** | Deputy Headteacher |
| **Responsible for** | Use detailed knowledge and specialist skills to support and progress pupils’ learning  Deliver agreed learning activities to pupils, adjusting activities according to pupil responses/needs. |
| **Liaison with** | Pupils, school staff, parents & visitors |
| **Job Purpose** | To work with teachers as part of a professional team to support learning activities for classes, groups and/or support pupils undertaking lessons delivered via distance learning or computer aided techniques.  To cover classes as required in the absence of the teacher. Level 1a HLTAs will be expected to deliver pre-prepared lesson plans, to progress pupils’ learning and to assess, record and report on development, progress and attainment as agreed with the teacher.  HLTAs work under the professional direction of a teacher and within an agreed system of supervision. |
| **Duties** | SUPPORT FOR THE TEACHER  * Organise an appropriate learning environment * Monitor and record 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 to teachers * Record progress and achievement in lessons/activities systematically and provide 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 * Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc. * Work in collaboration with other learning support assistants in the classroom.  SUPPORT FOR PUPILS  * Establish productive working relationships with pupils, acting as a role model and setting high expectations * 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 THE CURRICULUM  * Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use * Select and prepare resources necessary to deliver learning activities, taking account of pupils’ interests and language and cultural backgrounds |
| **General** | * Comply with policies and procedures relating to child protection, equal opportunities, 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 ethos/work/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 * To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. * To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace * Ensure that all duties and services provided are in accordance with the School’s Equal Opportunities Policy * The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.   The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade. |

**PERSON SPECIFICATION – HIGH LEVEL TEACHING ASSISTANT**

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| **General heading** | **Detail** | **Examples** |
| **Qualifications & Experience** | Specific qualifications & experience | Successful experience working with children in a school/early years environment  Educated to NVQ Level 3 in learning support/early years or equivalent qualification/experience  Meet Higher Level Teaching Assistant standards |
| Knowledge of relevant policies and procedures | Basic knowledge of First Aid  Understand classroom roles and responsibilities and your own position within these |
| Literacy | Good reading and writing skills |
| Numeracy | Good numeracy skills |
| Technology | Full working knowledge of ICT to support learning |
| **Communication** | Written | Ability to write detailed reports, letters etc. |
| Verbal | Ability to use clear language to communicate information unambiguously  Ability to listen effectively |
| Languages | Specialist language/communication skills if appropriate |
| Negotiating | Ability to negotiate effectively with adults and children |
| **Working with children** | Behaviour Management | Ability to demonstrate effective implementation of the school’s behaviour management policy and strategies which contribute to a purposeful learning environment |
| SEN | Successful completion of training to support SEN if appropriate |
| Curriculum | Working knowledge and experience of implementing national curriculum and other relevant learning programmes  Good working knowledge of specialist curriculum area(s) if appropriate  Understanding of statutory frameworks relating to teaching |
| Child Development | Detailed understanding of child development and learning processes  Ability to assess and record progress and performance and recommend appropriate strategies to support development  Motivate, inspire and have high expectations of pupils |
| Health & Well being | Understand and support the importance of physical and emotional wellbeing |
| **Working with others** | Working with partners | Ability to make a proactive contribution to the work of the team supporting children, their families and carers through thinking, planning etc.  Ability to work with parents and carers to improve support for children |
| Relationships | Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults |
| Team work | Ability to work effectively with a range of adults |
| Information | Contribute to the development and implementation of effective systems to share information |
| **Responsibilities** | Organisational skills | Good organisational skills  Ability to remain calm under pressure  To be flexible  Follow instructions accurately  Use own initiative and work independently |
| Line Management | Ability to manage and support the work of others |
| Time Management | Ability to manage own time effectively  Ability to adapt quickly and effectively to changing circumstances, situations |
| Creativity | Demonstrate creativity and an ability to resolve problems independently |
| **General** | Equalities | Awareness of and promotion of equality |
| Health & Safety | Good understanding of Health & Safety |
| Child Protection | Good understanding and effective implementation of child protection procedures |
| Confidentiality/Data Protection | Understand procedures and legislation relating to confidentiality |
| CPD | Demonstrate a clear commitment to develop and learn in the role  Constantly improve own practice/knowledge through self-evaluation and learning from others |