



Excellence for All

JOB DESCRIPTION

JOB TITLE: Higher Level Teaching Assistant

RESPONSIBLE TO: Headteacher

HOURS: 35 hours a week, term time only.
Mondays and Tuesdays 8.45am to 4.30pm
Wednesdays and Thursdays 8.45am to 4.15pm
Fridays 8.45am to 3.45pm

STATEMENT OF 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.

To be responsible for the management of other teaching assistants including allocation and monitoring of work, appraisal and training.

KEY 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 with positive values, attitudes and behaviour and setting high expectations to raise their educational achievement.
- Develop and implement IEPs.
- Promote the inclusion and acceptance of all pupils within the classroom showing respect and dignity regardless of social, cultural, linguistic, religious and ethnic backgrounds.
- Support pupils consistently as lifelong learners whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Communicate effectively and sensitively with pupils to support their learning.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Ensure all medication in class is managed in line with school policy.

- Liaise sensitively and effectively with parents and carers, maintaining positive relationships with them, recognising the importance of information sharing and the role parents play in pupils' learning.

SUPPORT FOR TEACHERS:

- Organise and manage appropriate learning environment and resources that meet the diversity of pupils' needs and interests.
- Within an agreed system of supervision, plan challenging teaching and learning objectives and to evaluate and adjust lessons/work plans as appropriate.
- Contribute effectively to the teacher's planning and target setting. 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.
- Ensure management of challenging behaviour is in line with the school's policy and procedures and follow behaviour plans of individual pupils.
- 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.
- Attend weekly 1:1 meetings with the class teacher and work closely to ensure consistent management of the class and staff is maintained.

SUPPORT FOR THE CURRICULUM:

- Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years 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 and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

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 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.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Deliver 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.

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Manage other teaching assistants (SSAs).
- Liaise between managers/teaching staff and teaching assistants.
- Hold regular team meetings with managed staff.
- Lead a morning briefing for SSAs at 8.45 to give them updates about the day.
- Represent SSAs at teaching staff/management/other appropriate meetings.
- Review the performance of SSAs line managed on an ongoing basis and support and develop them in acquiring new knowledge and skills.
- Challenge underperformance by setting SMART targets in performance management paperwork and following the capability policy as required.

Please note:

This work sometimes involves sitting at low tables or on the floor and may involve lifting or restraint of pupils, there is training available. The work is in a hectic and noisy environment, with constant interruptions from children.

Working with Special Educational Needs pupils requires a particular understanding and appreciation of the individual needs, such as physical limitations, learning, emotional, behavioural and language difficulties or problems with organisation. The behaviour of such children is often extremely challenging and is therefore emotionally and physically demanding. In some cases the nature of the pupils' special need may result in staff being verbally or physically assaulted.

The above list of job duties is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the post.