

Higher Level Teaching Assistant Additionally Resourced Provision Junior Phase (KS2)

PURPOSE OF JOB

To make an effective contribution to the management and learning of individual, small group and class groups of pupils, in relation to your designated/specialist area.

To complement the professional work of teachers by taking responsibilities for agreed learning activities under an agreed system of supervision.

To plan from the teacher's framework and to implement a range of purposeful learning activities.

To support the teacher in monitoring and evaluating pupils' progress and achievements using a range of assessments as agreed.

KEY AREAS

1. Teaching and Learning Provision
2. Pupils Support and Supervision
3. Leadership, Development and Supervision of Staff.
4. Curriculum Activities
5. General

DUTIES AND RESPONSIBILITIES

1. Teaching and Learning Provision

- 1.1 To assist and collaborate with teacher in the short term planning and implementation of a specific curriculum area or areas as designated and to record and monitor pupils learning.
- 1.2 To ensure that progress is clearly recorded in the relevant systems and relates to the learning objectives for the pupils designated.
- 1.3 Working in collaboration with the teacher to supervise activities and the general management and control of pupils in the school.
- 1.4 Working within the framework set by the teacher promote pupils learning in a range of classroom settings, including working with individuals, small groups and whole classes, where the assigned teacher is not present.
- 1.5 To be responsible for planning your role and specified activities to reinforce the teacher's lesson aims and objectives, providing feedback to pupils and colleagues on learning and behaviour.
- 1.6 To be responsible for ensuring relevant equipment and materials are suitable for the designated learning activities.
- 1.7 To contribute effectively to the research selection and preparation of teaching resources that meet the diversity of pupils needs.
- 1.8 To use ICT effectively to support learning activities and develop pupils' competence in its use.
- 1.9 To collaborate with the teacher in the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures e.g. after school clubs, school trips.
- 1.10 To participate in relevant training and development/performance management to improve own practice, through observation, reflection, evaluation and discussion with colleagues, as required from time to time by the Head Teacher/LA.

2. Pupils Support and Supervision

- 2.1 Working within the framework set by the teacher to undertake the delivery of a specific curriculum/aspect to one-one, small group, class of pupils using a range of strategies to establish a purposeful learning environment and to promote good behaviour as per school policies.
- 2.2 To promote the support and inclusion of all pupils in the learning activities in which they are involved and communicate effectively to support their learning and maintain high expectations of all pupils to achieve.
- 2.3 To collaborate with the teacher in monitoring and evaluating pupils' responses to the learning tasks and modify approaches accordingly.

- 2.4 To monitor and evaluate pupils' participation and progress through a range of assessment activities and provide constructive support and feedback to pupils as they learn and report back to the teacher as specified.
- 2.5 To contribute to the maintaining and analysing of pupils' records of progress as specified within the teacher's framework.
- 2.6 To organise and manage safely the learning activities, the physical teacher space and resources within the designated area of responsibility.

3. Leadership, Development and Supervision of Staff

- 3.1 In conjunction with the Class Teacher and/or Head Teacher to assist, as required, in the co-ordination of a team of Teaching Assistants and/or helpers and for ensuring they receive training necessary to undertake duties in accordance with the teaching strategies and procedures of the school.
- 3.2 To be involved in the 'induction' of new/fixed term Educational Teaching Assistants/Educational Support Assistants, with particular reference to school policy and ethos, behaviour management strategies and learning strategies and learning strategies used by particular teachers.
- 3.3 To provide guidance and appropriate leadership to staff relating to specified learning, programmes and performance management, referring complex issues and matters of discipline etc to the Class Teacher/Head Teacher as required.
- 3.4 To consult and attend meetings with the Class Teacher/Head Teacher regarding pupil and staffing arrangements as required.

4. Curriculum Activities

- 4.1 To maintain stock of resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery of service.
- 4.2 To contribute to the presentation of pupils' work and maintenance of display areas.
- 4.3 To assist with the preparation and tidying of the classroom and upkeep of resources.
- 4.4 To attend and contribute to duty related meetings as required. To participate and contribute to team meetings as designed by Head Teacher.

5. General

- 5.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.
- 5.2 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

Person Specification

POST TITLE: HLTA

ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1. RELEVANT EXPERIENCE	1.1	Recent experience as a Teaching Assistant in an educational environment with CCI needs	Application Form/Selection Process	A
	1.2	Experience of working with children/young people with CCI	Application Form/Selection Process	A
	1.3	Experience of working with children/young people with CCI additional needs.	Application Form/Selection Process	B
	1.4	Experience of monitoring/evaluating progress.	Application Form/Selection Process	A
2. EDUCATION AND TRAINING ATTAINMENTS	2.1	Literacy and Numeracy skills to at least Level 2 or equivalent.	Application/Selection Process/ Cert.	A
	2.2	Relevant professional development.	Application/Selection Process/ Cert.	A
	2.3	NVQ3 for Teaching Assistant or equivalent qualification or experience.	Application/Selection Process/Cert.	A
3. GENERAL AND SPECIAL KNOWLEDGE	3.1	Full working knowledge of relevant policies/codes of practise/legislation.	Selection Process	B
	3.2	Working knowledge of National Curriculum and other relevant learning programmes.	Selection Process	B
	3.3	Understanding of principles of child development and learning.	Selection Process	A
	3.4	Understanding of and commitment to the Local Authority's Equality and Diversity Policy in the school setting and how it relates to the duties of the job.	Selection Process	B
	3.5	Understanding of the basic principles of Customer Care	Selection Process	A
4. SKILLS AND ABILITIES	4.1	Ability to use relevant ICT equipment and packages.	Selection Process	A
	4.2	Ability to work on own initiative and contribute to the effective working of a team.	Selection Process/Application Form	A
	4.3	Be able to prioritise and produce accurate work, working to tight deadlines.	Selection Process	A
	4.4	Ability to communicate effectively at all levels.	Selection Process	A
	4.5	Ability to supervise/manage a team including task allocation and performance management.	Selection Process/Application Form.	B
	4.6	Ability to evaluate learning needs and actively seek learning opportunities.	Selection Process	A
5. ANY ADDITIONAL FACTORS	5.1	Commitment to ongoing personal training and development.	Selection Process	B
	5.2	Ability to adapt and be flexible to the needs of the school.	Selection Process	B
	5.3	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Selection Process/Application Form.	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview