

Job Description and Person Specification

The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have. Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details	
Job title:	Higher Level Teaching Assistant – Supporting & Delivering Learning (Level 4)
Directorate:	Woodberry Down Primary School
Reporting to:	Inclusion Lead/Headteacher/Executive Head
Grade:	S02 scale point 27- 29
Job description	
Purpose of the post:	<p>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.</p> <p>Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.</p>
Main duties and responsibilities:	<p>Direct Responsibilities:</p> <p>Support for Pupils:</p> <ul style="list-style-type: none"> ❖ Assess, manage and deliver pastoral and learning support. ❖ To work with pupils, understanding how to motivate and encourage them to achieve and develop ❖ Provide feedback to pupils in relation to progress and achievement. 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. ❖ To work with the SENCO and other teachers to develop and implement IEPs and behaviour mentoring plans. ❖ To understand the individual needs of children and be responsible for advising them on social, health and hygiene development. ❖ To deal with minor incidents and the health and hygiene of the children and where necessary, escort them home. ❖ 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. To read with individual children and groups and complete reading records as directed by the class teacher ❖ Establish and develop productive working relationships with pupils acting as a role model and developing 1:1 mentoring arrangements and providing support for distressed pupils

- ❖ **Support for the Teacher:** Organise and manage appropriate learning environment and resources.
- ❖ Within an agreed system of supervision, plan challenging teaching and learning objectives to 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 providing 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.
- ❖ 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.
- ❖ To establish and maintain constructive relationships with parents/carers by:
 - ❖ -supporting their role in pupils learning,
 - ❖ -providing constructive feedback on pupil's progress and achievements
 - ❖ -facilitating their support for their child's attendance
 - ❖ -support home to school/community links.
- ❖ To take a lead role in planning, development and organisation of systems/procedures/policies.
- ❖ To lead on developing behaviour strategies. To be proactive in managing behaviour, promote self-control, independence and integration.
- ❖ To provide other administrative support including dealing with photocopying, correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc and liaison with relevant bodies (for example, feeder schools).
- ❖ To work within an agreed system of supervision with small groups of children and to take responsibility for their learning.
- ❖ To work in partnership with the reception class teacher to support the school induction programme. This may include contributing to parents evening as appropriate.
- ❖ To accompany teachers and classes on educational visits.
- ❖ To work with the class teacher in dealing with finished work and preparing displays and filing work
- ❖ To work with small groups of children and to take responsibility for their learning.

Support for the Curriculum:

- ❖ Be responsible for the management of stock levels and for the maintenance/quality/safety of specialist equipment.
- ❖ 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, KS, 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. Actively investigate courses and activities outside of the school.
- ❖ Advise, demonstrate and assist in the safe and effective use of specialist equipment/materials, including use of ICT
- ❖ Actively investigate courses and activities outside of the school.

	<p>Support for the School:</p> <ul style="list-style-type: none"> ❖ 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. ❖ To work co-operatively with other members of staff, attending half-termly meetings with the Head and/or Deputy Head Teacher. <p>Line management responsibilities where appropriate:</p> <ul style="list-style-type: none"> ❖ Manage other teaching assistants. ❖ Liaise between managers/teaching staff and teaching assistants. ❖ Hold regular team meetings with managed staff. ❖ Represent teaching assistants at teaching staff/management/other appropriate meetings. Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants. ❖ To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager. ❖ This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.
<p>General requirements:</p>	<ul style="list-style-type: none"> ❖ Enhanced DBS check. ❖ Strong commitment to furthering equalities in both service delivery and employment service. ❖ The post holder must at all times carry out his/her responsibilities with due regard to The Learning Trust’s policy, organisation and arrangements for Health and Safety at Work. ❖ It is your responsibility to carry out your duties in line with Hackney Education policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment. ❖ You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

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Person Specification		Essential	Desirable
Qualifications			
1.	Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.	✓	
2.	Meet Higher Level Teaching Assistant standards or equivalent qualification – Degree	✓	

Experience			
3.	Working with or caring for children of relevant age in a learning environment.	✓	

Knowledge			
4.	Meet Higher Level Teaching Assistant standards or equivalent qualification.	✓	
5.	Training in relevant learning strategies e.g. literacy.	✓	
6.	Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.	✓	
7.	Full working knowledge of relevant polices/codes of practice/legislation.	✓	
8.	Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.	✓	
9.	Good understanding of child development and learning processes.	✓	
10.	Understanding of statutory frameworks relating to teaching	✓	

Skills			
11.	Can use ICT effectively to support learning.	✓	
12.	Ability to organise, lead and motivate a team.	✓	
13.	Constantly improve own practice/knowledge through self-evaluation and learning from others.	✓	
14.	Ability to relate well to children and adults.	✓	

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15.	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	✓	
16.	Displays commitment to the protection and safeguarding of children and young people.	✓	

