JOB DESCRIPTION

|  |  |
| --- | --- |
| **TITLE:** | **Higher Level Teaching Assistant**  |
|  |  |
| **SCHOOL:** | **St Mary’s and St Vincent’s Catholic Primary** |
|  |  |
| **RESPONSIBLE TO:** | **Head Teacher** |
|  |  |
| **GRADE:** | **L6** |
| **HOURS:** | **32.5 Hours Term Time only plus 5 Training Days** |

**PURPOSE OF POST:** To provide PPA Cover. To supervise and develop support for teaching and learning under the direction of the class teachers

**ORGANISATION CHART:**

 Headteacher

↓

 Higher Level Teaching Assistant(s)

**PRINCIPAL RESPONSIBILITIES: %**

|  |  |
| --- | --- |
| 1. Take a lead role in developing and maintaining resources to assist in teaching through leading, supervising and co-ordinating individuals or teams of teaching assistants. Manage, develop and communicate with the teaching assistants team. Manage the teaching assistants’ induction programme. Take a lead responsibility for recruitment, appraisal and training this team. Monitor performance and address any performance issues in the first instance.
 | 50% |

|  |  |  |
| --- | --- | --- |
| 2. | Contribute to the planning of teaching and learning for whole classes and/or individual pupils on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting. Under the direction of class teachers, following agreed lesson plans, deliver the teaching and learning of individual or whole classes of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liasing over problems. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom. | 25% |
| 3. | Contribute to the monitoring, recording and assessment of pupil progress, including marking, arranging and contributing to specialist assessments as required. Ensure there are detailed and reliable records of individual’s progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils. | 10% |
| 4. | Contribute to the development of a purposeful working atmosphere and implement and monitor the school’s behaviour and any related policies and procedures. Invigilate tests and examinations as directed.  | 5% |
| 5. | Co-ordinate, initiate and develop liaison with parents, carers and outside agencies, ensuring effective communication throughout.  | 5% |
| 6. | Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, and access and inclusion officers, to meet the personal and educational needs of individual pupils. Coach and train others in these strategies.  | 5% |

**DIMENSIONS:**

**Supervisory Management:** N/A

**Financial Resources:** N/A

**Physical Resources:** Classroom materials, equipment and resources

**Other**

Physical Effort:

The postholder may have to deal with potentially challenging behaviour and follow procedures in accordance with school policies. Training will be provided where necessary.

Working Environment:

The role is to provide cover in both St Mary’s and St Vincent’s Catholic Primary Schools.

**CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, pupils, parents and being flexible in a busy pressurised environment. Need to be willing to cover all subjects in the primary curriculum. This could include outdoor P.E. in all weathers.

It is the individual’s responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

May be required to work across the trust.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are ‘spent’ under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

*‘****The Trust/School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.***

Disclosures are handled in accordance with the DBS Code of Practice on [www.disclosure.gov.uk](http://www.disclosure.gov.uk) for any posts based in schools

***‘CVs will not be accepted for any posts based in schools’.***

**Higher Level Teaching Assistant**

**Person Specification**

This acts as selection criteria and gives an outline of the types of person and the characteristics required

to do the job.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

|  |
| --- |
| **Please make sure, when completing your application form, you give clear examples** **of how you meet the essential and desirable criteria.** |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | In-depth experience of planning, monitoring and assessment of pupils’ progress in an education setting.Demonstrable experience of working with people with a range of special needs.Experience of working in a school environment is essential for this post. | 1,21,21,2 |  |  |
| **Skills/Abilities** | Able to train, develop, inform and motivate others.Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English.Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework.Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc..Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions.Able to support learning across the Primary Stage.Able to use information technology skills for word processing, databases and spreadsheets.  | 1,21,21,21,2,51,2,51,2,5 1,2 |  |  |
| **Competencies** | Able to demonstrate:Appropriate motivation to work with young peopleability to form appropriaterelationships with young peopleemotional resilience in working with challenging behaviours appropriate attitudes to use of authority and maintaining discipline.  | 1,2 |  |  |
| **Equality Issues** | Able to recognise and act upon discriminationAble to understand the issues for pupils’education in an urban, multi-culturalcontext and build this into service delivery processes | 1,21,2 |  |  |
| **Specialist Knowledge** | In-depth knowledge of how pupils learn.Demonstrable knowledge of curriculum requirements.Some knowledge of policies and procedures in areas such as child protection, behaviour management  | 1,21,2,51,2,5 |  |  |
| **Education and Training** | HLTA status.Able to commit to continuous professional development.NVQ in childcare Level 4, STAC, STA,Part-Qualified teacher or relevantqualification. | 1,41,24 |  |  |
| **Other Requirements** | The post holder will be prepared to undergo further professional training appropriate to the responsibilities of the post. Will need to travel between both School Sites.Able to commit to relevant job training. Willing to administer prescribed medicines by mouth or other medical procedures following appropriate training  | 1,21,21,2,4,51,2 |  |  |

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that St Albans Catholic Academies Trust and the School policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998)

In addition to candidates’ ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.