



Job Title: Higher Level Teaching Assistant
Reports To: Headteacher

The primary purpose of the Higher Level Teaching Assistant is to complement the professional work of qualified teachers by taking responsibility for agreed learning activities under an agreed system of supervision. S/he will have a significant role to play in the planning, delivery and monitoring of learning activities.

S/he may be deployed as one of the strategies schools choose to release teachers for guaranteed planning, preparation and assessment (PPA) time. They may carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

This is primarily a classroom-based role. Postholders will work as members of school teams, working with teachers, teaching assistants and pupils to make a major impact on teaching and learning. Higher Level Teaching Assistants will have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. They will be committed to raising pupils' educational achievement.

Main Duties:

1. **To support the teaching and learning processes.**
 - Planning and preparing lessons and courses for pupils
 - To contribute effectively to teachers' planning and preparation of lessons.
 - Work within a framework set by the teacher to plan their role in lessons including how they will provide feedback to pupils and colleagues on pupils' learning and behaviour
 - To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
 - To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

2. **To support the assessment of pupils**
 - Assessing and recording the development, progress and attainment of pupils.
 - Support teachers in evaluating pupils' learning needs and progress through a range of assessment activities.
 - Monitor pupils' responses to learning tasks and modify their approach accordingly.
 - Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn
 - Reporting on the development, progress and attainment of pupils
 - Contribute to maintaining and analysing records of pupils' progress

4. **To deliver lessons to pupils**
 - Using clearly structured teaching and challenging learning activities, interest and motivate pupils and advance their independence as learners.
 - Communicate effectively and sensitively with pupils to support their learning.
 - Promote and support the inclusion of all pupils in the learning activities in which they are involved.
 - Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
 - 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.
 - Where relevant, guide the work of other adults supporting teaching and learning in the classroom.
 - Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

5. **To contribute to the learning environment**

- Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work.
- Encourage pupils to interact and work co-operatively with others
- Work collaboratively with colleagues, and carry out their roles effectively: know when to seek help and advice.
- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- Aim to improve their own practice, including through observation, evaluation and discussion with colleagues.

6. **To fully comply with the Trust's safeguarding policy.**

Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

7. This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Person Specification

Key criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework • Assessed by an accredited Assessor as having met the HLTA standards 	<ul style="list-style-type: none"> • Successful completion of NVQ level 3 or 4 for Teaching Assistants/or equivalent specialist qualification /or minimum 40 credits towards Certificate of Higher Education or foundation degree • Willingness to undertake further relevant study or training
Knowledge & Understanding	<ul style="list-style-type: none"> • Good standard of practical knowledge of learning support needs and ways of meeting these. • Experience of working with children with a range of special educational and behavioural needs. • Higher Level Teaching Assistants must demonstrate sufficient knowledge and understanding to be able to help the pupils they work with make progress with their learning. They must have sufficient understanding of their specialist area to support pupils' learning, and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved. • They must be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved • They are aware of the statutory frameworks relevant to their role. 	<ul style="list-style-type: none"> • Understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme. • Know the legal definition of Special Educational Needs (SEN), and are familiar with the guidance about meeting special educational needs given in the SEN Code of Practice.
Skills and Abilities	<ul style="list-style-type: none"> • Excellent organizational and communication skills. • Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour. • Ability to promote the inclusion and acceptance of all pupils within the classroom. 	<ul style="list-style-type: none"> • Use of ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit. • Knowledge of the key factors that can affect the way pupils learn
Working with others	<ul style="list-style-type: none"> • Able and committed to establishing good and productive working relationships with a range of people including pupils, parents and colleagues. • Able to be flexible and respond to changing demands with a positive attitude. 	<ul style="list-style-type: none"> • Recent successful experience as a Teaching Assistant or similar position within an educational environment
Personal Attributes	<ul style="list-style-type: none"> • A cheerful disposition and good sense of humour. • Passionate about children's welfare and raising their aspirations. • Committed to upholding the Christian ethos of the school • Understanding of responsibilities in relation to safeguarding and promoting the welfare of Children and Young People 	

