

JOB DESCRIPTION

**Job Title:**  **Teaching Assistant – Level 4 (HLTA)**

**NJC Spine points:**  **21-25**

**Responsible to:**  **Headteacher**

**Responsible for Staff: Day to day Supervision/Direction of Support Staff (No direct line management responsibilities)**

# Job 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/students and assessing, recording and reporting on pupils/students achievement, progress and development.

# To be prepared to be responsible for the management and development of a specialist area within the school and/or management of other support staff including allocation and monitoring of work, appraisal and training.

**Key External Contacts**

Parents, carers, community partners, external specialists and other relevant professionals where appropriate

**Key Internal Contacts**

SLT, teaching and support staff, central trust staff and pupils/students

**Duties and Responsibilities**

**Supporting Pupils**

1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils/students learning;
2. Establish productive working relationships with pupils, acting as a role model and setting high expectations;
3. Develop and implement Individual Pupil Plans
4. Promote the inclusion and acceptance of all pupils/students within the classroom;
5. Support pupils/students consistently whilst recognising and responding to their individual needs;
6. Encourage pupils/students to interact and work co-operatively with others and engage all pupils in activities;
7. Provide feedback to pupils/students in relation to progress and achievement.
8. Promote an model positive learning behaviours for students/pupils.
9. Provide personal and intimate care when required in line with the School Intimate Care policy.
10. Demonstrate a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.
11. Administer medication/medical intervention as per individual pupils plan.

**Supporting the Teacher**

1. Organise and manage appropriate learning environment and resources;
2. Within an agreed system of supervision, plan and deliver challenging teaching and learning objectives. Evaluate and adjust lessons/work plans as appropriate;
3. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives;
4. Provide objective and accurate feedback and reports as required on pupils/students achievement, progress and other matters, ensuring the availability of appropriate evidence;
5. Record progress and achievement in lessons and overtime systematically, providing evidence of the range and level of progress and attainment;
6. Work within an established positive behaviour policy to anticipate and support behaviour constructively, promoting self-control and independence;
7. Supporting the role of parents in pupils/students learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil/students progress/achievement etc;
8. Administer and assess/mark tests and invigilate exams/tests;

**Supporting the Curriculum**

1. Comply with and assist with the development of policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting concerns to an appropriate person;
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
3. Contribute to the overall ethos/work/aims of the school/Trust.
4. Establish constructive relationships and communicate with other agencies/professionals, oversight from the teacher/leader to support achievement and progress of pupils/students;
5. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils/students;
6. Deliver out of school learning activities within guidelines established by the school/Trust.
7. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class;

**Supporting the School**

1. Deliver learning activities to pupils/students within agreed system of supervision, adjusting activities according to pupil responses/needs;
2. Deliver school curriculum and/or relevant local and national learning strategies e.g. English, Maths, KS4, early years and make effective use of opportunities provided by other learning activities to support the development of pupils/students skills;
3. Use ICT effectively to support learning activities and develop pupils/students competence and independence in its use;
4. Select and prepare resources necessary to lead learning activities, taking account of pupils/students interests, ability, language and cultural backgrounds;
5. Advise on appropriate deployment and use of specialist aid/resources/equipment;
6. Liaise sensitively and effectively with parents / carers as agreed with the teacher / SLT within your role.

**Responsibilities**

1. To work in accordance with and contribute to the values, culture, ethos, equalities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours in the day-to-day operation of the job;
2. Be aware of and comply with all policies and procedures including those relating to child protection, health and safety, security, confidentiality, equal opportunities and GDPR, reporting all concerns to an appropriate person;
3. To take appropriate action to identify, evaluate and minimise any risks to health, safety and security in the immediate working environment;
4. Appreciate and support the role of other professionals;
5. Ensure the development and progression of equality within the sphere of responsibility to this post and the fair and equal treatment of all colleagues, children, parents and visitors;

**Personal & Professional Development**

1. Attend and participate in relevant meetings as required;
2. Participate in training, other learning activities and performance development;
3. To actively look for and participate in initiatives and opportunities to promote your own personal & professional development;

**Confidentiality and Data Protection**

1. To treat all information acquired through employment, both formally and informally, in strict confidence;
2. To be aware of the school’s responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this;

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by their Head Teacher/Line Manager commensurate with the skills, abilities and grade of the post.

To be alert to issues of child protection, ensuring that the welfare and safety of children attending the School/Nursery is promoted and safeguarded and to report any child protection concerns to the person responsible for child protection using safeguarding policies procedures and practice.

Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed.

Be aware of and update colleagues, as appropriate to comply with current legislation and policies affecting practice, e.g. Children’s Act, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection.

**Person Specification - HLTA – Teaching Assistant Level 4**

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| JOB REQUIREMENTS | Essential | **Desirable** | **Method of Assessment****I/T/A\*** |
| Qualifications  |  |  |  |
| Meet Higher Level Teaching Assistant standards or equivalent qualification or experience |  |  | A |
| GSCE English & Maths A-C or equivalent grade C or above |  |  | A |
| Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, English, CACHE etc. |  |  | A |
| Willingness to obtain appropriate first aid training. |  |  | A |
| Experience |  |  |  |
| Experience working with children of relevant age in a learning environment |  |  | A/I |
| Skills, knowledge and Understanding |  |  |  |
| Able to use ICT effectively to support learning |  |  | I |
| Knowledge of relevant polices/codes of practice/legislation, in relation to the role and responsibilities of the post. |  |  | I |
| Working knowledge of national/foundation stage curriculum and/or other relevant learning programmes/strategies |  |  | I |
| Good understanding of principles of child development and learning processes. |  |  | I |
| Understanding of statutory frameworks relating to teaching |  |  | I |
| Ability to organise, lead and motivate a team |  |  | I |
| Constantly improve own practice/knowledge through self-evaluation and learning from others |  |  | I |
| Ability to relate well to children and adults |  |  | I |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. |  |  | I |
| **Other Requirements** |  |  |  |
| A commitment to on-going personal development and willingness to undertake appropriate training  |  |  |  |
| Appointment to the post is subject to a satisfactory enhanced DBS check  |  |  |  |
| Evidence of commitment to safeguarding and protecting the welfare of children |  |  |  |
| This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18. Applicants are not entitled to withhold information about convictions, which would be regarded as spent for other purposes. |  |  |  |

\*I - Interview

T – Test/Presentation

A – Application Form