

## JOB DESCRIPTION

### HIGHER LEVEL TEACHING ASSISTANT (SUPPORTING AND DELIVERING LEARNING)

*Salary: Grade 8, Points 27 - 30*  
*Hours: 37 hours per week, term-time only*

### PURPOSE

Raising achievement of students with additional needs; Particularly those registered as Free School Meals and Looked After Children.

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 students and assessing, recording and reporting on students achievement, progress and development.

Responsible for the management and development of an area within the school and/or management of other Teaching Assistants including allocation and monitoring of work, appraisal and training.

### ORGANISATION

The Higher Level Teaching Assistant is responsible to the Leader of Inclusion.

### RESPONSIBILITIES

#### 1. SUPPORT FOR STUDENTS

- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Develop and implement IEPs and Pastoral Support Plans where necessary.
- Promote the inclusion and acceptance of all students within the classroom
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to students in relation to progress and achievement

#### 2. SUPPORT FOR TEACHERS

- 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 student 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 student 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 students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

### **3. SUPPORT FOR THE CURRICULUM**

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, and make effective use of opportunities provided by other learning activities to support the development of students' skills
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

### **4. SUPPORT FOR THE SCHOOL**

- 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 students have equal access to opportunities to learn and develop
- Communicate and work collaboratively with all school staff to ensure student progress is maximised.
- Be able to track, monitor and analyse student data in order to show impact and contribute to departmental reviews and the SEF as required
- 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 students
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students

- 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

#### 5. LINE MANAGEMENT RESPONSIBILITIES (WHERE APPROPRIATE)

- 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

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| <b>Experience</b>                | <ul style="list-style-type: none"> <li>• Experience of working with children of relevant age in a learning environment</li> </ul>   |
| <b>Qualifications / Training</b> | <ul style="list-style-type: none"> <li>• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience</li> <li>• Excellent numeracy/literacy skills - equivalent to NVQ Level 2 in English and Mathematics</li> <li>• Training in relevant learning strategies e.g. literacy</li> <li>• Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT</li> </ul>  |
| <b>Knowledge / Skills</b>        | <ul style="list-style-type: none"> <li>• Can use ICT effectively to support learning</li> <li>• Full working knowledge of relevant policies/codes of practice/legislation</li> <li>• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies</li> <li>• Understanding of statutory frameworks relating to teaching</li> <li>• Ability to organise, lead and motivate a team</li> <li>• Constantly improve own practice/knowledge through self-evaluation and learning from others</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> </ul> |