

HIGHER LEVEL TEACHING ASSISTANT JOB DESCRIPTION

Starting Date: 1 September 2023

Hours: 35 hours per week, 8.30am until 4pm – Term Time only 39 weeks

Salary Range: Wandsworth – point 7, £27,505

KEY ROLE:

To complement the professional work of Teachers by taking responsibility for agreed learning activities under the agreed system of supervision. This may involve planning, preparing and delivering learning activities, working alongside the class teacher for individuals/ group or shortterm for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

DUTIES AND RESPONSIBILITIES

IN RELATION TO STUDENTS

1. Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
2. Promote the inclusion and acceptance of all pupils within the classroom.
3. Encourage pupils to interact and to work co-operatively with others and to engage in activities led by yourself and/or the class teacher.
4. Assess the needs of pupils and use specialist skills and detailed knowledge to support pupil's learning, recognising and responding to individual needs.
5. Ensure pupil's safety, welfare and personal hygiene. (Basic First Aid to be included where appropriate).
6. Promote self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.

7. Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy.

IN RELATION TO THE TEACHER AND THE CURRICULUM

1. Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to individual pupil learning styles and needs. This will involve both individual, group and whole class work and may take place when the teacher is not present.
2. Deliver local and national learning strategies e.g. Literacy, Numeracy and Early Years effectively, utilising all alternative opportunities to support extended development of pupil's skills.
3. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
4. Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
5. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
6. Undertake routine marking of pupil's work and accurately record achievement/progress using the school's agreed marking scheme.
7. Make effective use of ICT in learning activities and develop pupil's competence and independence in its use.
8. Organise and manage an appropriate learning environment and resources.
9. Select and prepare resources necessary to lead/support learning activities, taking account of pupil's interests, language and cultural background.
10. Within the school's established behaviour policy, anticipate and manage behaviour constructively, promoting self-control and independence.
11. Advise on appropriate deployment and use of specialist aid, resources and equipment.
12. Administer and assess/mark tests and invigilate tests as required.
13. Assist with the display of children's work as required.
14. Where appropriate, provide clerical support for teachers e.g. photocopying, filing, record keeping, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of worksheets for agreed activities.

IN RELATION TO THE SCHOOL

1. Comply with and assist with the development of policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
2. Contribute to the overall ethos/aim and vision of the school.

3. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils.
5. Attend and participate in meetings as required.
6. Take the initiative as appropriate to develop appropriate multi-agency approaches to support pupils.
7. Improve one's own practice through training, observation, evaluation and discussion with colleagues.
8. Recognise one's own strengths and areas of expertise and use these to lead, support and develop others.
9. Organise and deliver out-of-school learning activities within guidelines established by the school.
10. Contribute to the identification and execution of appropriate out-of-school learning activities, which consolidate and extend the school activities.
11. Provide PPA cover for classes within the agreed system of supervision.
12. Lead or support after school clubs for pupils across the school.

Any other duties that the Headteacher may from time to time ask the post-holder to perform.

OTHER RESPONSIBILITIES

The postholder may be required to manage other Teaching Assistants and this will include representing Teaching Assistants at Teaching staff / management or other appropriate meetings.

The postholder may be required to undertake induction / appraisal / training and mentoring of other Teaching Assistants.

GENERAL

Postholders will be required to be able to meet the Higher-Level Teaching Assistant standards or have an equivalent qualification or experience.

NVQ level 2 or equivalent in English and Maths will be an additional, minimum requirement, together with training in relevant learning strategies, e.g. Literacy.

The postholder will also require specialist skills / training in curriculum or learning area, e.g. bilingual, sign language, ICT etc.

The following knowledge / skills will be required:

- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes.
- Understanding of statutory frameworks relating to teaching.
- Ability to organise, lead and motivate a team.
- Constantly improve own practice / knowledge through self-evaluate and learning from others.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

CHILD PROTECTION AND SAFEGUARDING

1. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
2. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
3. To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

Supervision arrangements:

- Annual formal review of performance with line manager
- Regular meetings for team of LSAs/TAs
- Observation of classroom support work by Senior Leadership team

PERSON SPECIFICATION FOR HLTA

Specification	Essential/ Desirable
QUALIFICATION AND TRAINING	
<ul style="list-style-type: none"> Meet Higher Level Teaching Assistant Standards or equivalent qualification/ experience 	E
<ul style="list-style-type: none"> NVQ level 2 or equivalent in English and Maths 	E
<ul style="list-style-type: none"> NVQ level 3 or equivalent 	D
<ul style="list-style-type: none"> The postholder will also require specialist skills / training in curriculum or learning area, e.g. bi-lingual, sign language, ICT etc. 	D
<ul style="list-style-type: none"> Training in relevant learning strategies, e.g. Literacy. 	E
EXPERIENCE	
<ul style="list-style-type: none"> Successful experience as a Teaching assistant or Learning Support Assistant 	E
<ul style="list-style-type: none"> Covering or teaching classes 	E
<ul style="list-style-type: none"> Promoting pupil progress 	E
<ul style="list-style-type: none"> Flexibility of working in a demanding environment. 	E
<ul style="list-style-type: none"> Successful experience working with and leading TAs and/or LSAs 	D
QUALITIES, SKILLS, KNOWLEDGE AND ABILITIES	
<ul style="list-style-type: none"> A positive interest in working with children. 	E
<ul style="list-style-type: none"> Ability to get the best out of children. 	E
<ul style="list-style-type: none"> A sense of humour. 	E
<ul style="list-style-type: none"> Adaptability. 	E
<ul style="list-style-type: none"> Able to work on own and as part of a team. 	E
<ul style="list-style-type: none"> Ability to relate well to children and adults 	E
<ul style="list-style-type: none"> Ability to build good working relationships with a range of colleagues. 	E
<ul style="list-style-type: none"> A clear communicator. 	E
<ul style="list-style-type: none"> Ability to work calmly and with patience. 	E
<ul style="list-style-type: none"> Can use ICT effectively to support learning 	E
<ul style="list-style-type: none"> Full working knowledge of relevant codes of practice/policies and legislation 	E
<ul style="list-style-type: none"> Knowledge of safeguarding procedures 	E
<ul style="list-style-type: none"> Ability to organise, lead and motivate a team 	E

<ul style="list-style-type: none">• Constantly improve own practice/knowledge through self-evaluation and learning from others	E
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