



Higher Level Teaching Assistant

Grade E

Relationships

Responsible to:	Headteacher/Deputy Headteacher/ Classroom Teacher
Responsible for:	Sharing good practice and assisting the teaching of the Class.
Important Internal Relationships:	Governors, Headteacher, Teaching and support staff at the school, Therapists and medical staff, Pupils
Important External Relationships:	Parents, Visitors to the school, Police & Support Agencies, Local Authority

Main Purpose of the Job

- To deliver agreed work programmes with individuals, groups or the whole class in or out of the classroom under the direction of the teacher or Senior Management Team. Under consultation with the teacher plan differentiated and learning activities within the post holder's area of influence/speciality. Evaluate and adjust lesson plans according to pupil responses.
- To deliver care or support programmes to individual pupils or groups
- To enable access to learning for all pupils
- To work in partnership with the class teacher in the overall management and organisation of the pupils and the classroom
- Organise and manage an appropriate learning environment within the post holder's area of influence/speciality.

Main Responsibilities

1. Within a framework of supervision use specialist skills, training and experience to deliver agreed learning activities/work programmes to individuals, groups or the whole class, adjusting according to pupil responses/needs.
2. Attend to pupils' personal care and medical needs, to include supporting feeding programmes.
3. Develop and implement Individual Education Plans and record progress. Liaise with therapists and support preparation for IEP targets.
4. Attend weekly staff and weekly curriculum meeting, and any additional training as required by the Headteacher.
5. Establish productive working relationships with pupils, acting as a role model and setting high expectations
6. Promote the inclusion and acceptance of all pupils in the classroom
7. Encourage pupils to interact and work co-operatively with others and engage in all activities
8. Promote independence and employ strategies to encourage self-reliance and increased self esteem
9. Provide feedback to pupils in relation to progress and achievements, making records using the appropriate mechanism
10. When teaching, deploy the TAs with pupils as appropriate, bearing in mind the banding allocation.
11. Work on the display of pupils' work following consultation with the class teacher

12. Monitor and evaluate pupils' performance and responses to learning through a range of assessment and monitoring strategies, including P levels and appropriate assessment systems. Providing objective and accurate feedback/records for the teacher and/or other professionals as required.
13. Establish positive values, attitudes and a framework for good relationships with pupils in line with the school's policy and manage behaviour constructively promoting self control and independence.
14. Support the role of parents in pupils' learning and contribute to or lead meetings to provide constructive feedback with parents/carers on pupil progress or achievement
15. Provide general clerical or administrative support to the teacher e.g. administering coursework, producing and copying worksheets, lesson plans collecting money etc.
16. Use ICT, communication aids and specialist access effectively to support learning activities and further develop pupils' competence and independence in its use.
17. Select, make or adapt resources as necessary to lead learning activities and assist pupils in their use
18. Administer and mark tests and homework as required by the teacher. This could also include invigilation of exams or tests.
19. Comply with and assist in the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
20. Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
21. Attend and participate in relevant meetings and undertake training opportunities and performance development as required
22. Deliver learning activities out of hours and out of school (ie school visits, trips, camp etc.) within established guidelines as required.
23. Provide specialist guidance and supervision/mentoring to other staff and assist in the training and development of staff as appropriate
24. As required, prepare the classroom for lessons ensuring that resources are in place and cleared away at the end of the session
25. Take the initiative, as appropriate to work with other agencies and professionals to support achievement and progress of pupils.
26. Any other appropriate tasks as requested by the Headteacher.

Notes:

Staff at this level may lead learning activities for whole classes during the short term absence of teachers.

Julia James

Date



PERSON SPECIFICATION

Experience

- Experience working with children of relevant age in a learning environment who have significant learning and communication difficulties.

Qualifications

Essential

- Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
- Excellent numeracy/literacy/ICT skills – equivalent to NVQ Level 2 in English and Maths.
- Training in relevant learning strategies e.g. literacy
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Desirable

- Skills with managing behaviour eg ASD.
- Specialist skills/training in curriculum or learning area e.g. bi-lingual, Makaton, use of symbols.

Knowledge/Skills

Essential

- Can use ICT effectively to support learning
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies
- Good understanding of child development and learning processes
- Ability to organise, lead and motivate a team
- Constantly improve own practice/knowledge through self-evaluation 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

Desirable

- Full working knowledge of relevant policies/codes of practice/legislation
- Knowledge of P Scales

