JOB DESCRIPTION

**POST DETAILS**

**TITLE: Higher Level Teaching Assistant**

(Supporting and Delivering Learning - Level 4)

**SCHOOL:** Whimple Primary School

**LINE MANAGER** Mrs Carole Shilston

**GRADE** Grade E (Spinal Points 16 - 22)

**PURPOSE OF JOB**

To compliment 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 for whole classes to help provide PPA cover, monitoring pupils and assessing, recording and reporting of pupils achievement, progress and development.

**MAJOR RESPONSIBILITIES**

To work under an agreed system of supervision/management to:

* Support the teacher
* Support for pupils and delivering lessons to groups/whole classes
* Assessment, Monitoring and Evaluation
* Administration and Management of Resources
* Promoting and safeguarding the welfare of children

**DUTIES**

Support the teacher by:

* Organising and managing an appropriate learning environment and resources
* Within an agreed system of supervision, planning challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate
* Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against predetermined learning objectives
* Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
* Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
* Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
* Supporting the role of parents in pupils’ learning and contributing to meetings with parents to provide constructive feedback on pupil progress/achievement etc
* Administering and assessing/marking tests and invigilating exams/tests
* Producing lesson plans, worksheets, plans etc.

Supporting pupils and delivering lessons by:

* Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils’ learning
* Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
* Developing and implementing Personal Support Plans
* Promoting the inclusion and acceptance of all pupils within the classroom
* Supporting pupils consistently whilst recognising and responding to their individual needs
* Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
* Promoting independence and employing strategies to recognise and reward achievement of self reliance
* Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

* Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
* Delivering local and national learning strategies e.g. literacy, numeracy, early years and making effective use of opportunities provided by other learning activities to support the development of pupils’ skills
* Using ICT effectively to support learning activities develop pupils’ competence and independence in its use
* Selecting and preparing resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds
* Advising on appropriate deployment and use of resources/equipment

Support the school by:

* Complying with assisting the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
* Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
* Contributing to the overall ethos/work/aims of the school
* Establishing constructive relationships and communicating with other professionals, in liaison with the teacher, to support achievement and progress of pupils
* Recognising own strengths and areas of expertise and using these to lead, advise and support others

**Date:** …………………………………………………..

**Signatures:**

Executive Headteacher ………………………… Post Holder………………………………….

PERSON SPECIFICATION

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1 Key for Method of Assessment

A – Application I – Interview

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| **Category**  | **Requirements** | **Essential/ Desirable** | **Method of** **Assessment 1** |
| Education/Training  | Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework) Requirement to participate in training/development as/when identified by line manager as essential for performance of the post Willingness to participate in other development and training opportunities Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment Training in relevant learning strategies e.g. literacy  | Essential Essential Essential Essential Essential Essential | A A A, I A, I A, I A, I |
| Experience | Proven experience of working with children of relevant age in a learning environment Experience of implementing national curriculum and other relevant learning programmesExperience, under appropriate supervision, of planning, preparing and delivering effective learning programmes Experience of using ICT and other technology to support learning Experience of supervising the work of individuals or teams | Essential Essential Desirable Desirable Desirable | A, I A, I A, I A, I A, I |
| Knowledge  | Full working knowledge of relevant policies/codes of practice/legislation Good working knowledge and understanding of child development and learning processes, and in particular, barriers to learningUnderstanding of statutory frameworks relating to teaching  | Essential EssentialEssential | A, I A, IA, I |

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| --- | --- | --- | --- |
| Skills/Abilities  | Ability to effectively use ICT and other technology to support learning Ability to organise, lead and motivate a team Ability to constantly improve own practice/knowledge through self-evaluation and learning from others Ability to relate well to children and adults, including other professionals/carers Ability to demonstrate and promote good practice in line with the ethos of the school/organisation To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these | Essential Essential Essential Essential Essential Essential | A, I A, I A, I A, I A, I A, I |