

**Job Description**

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| **Job Title**  | Higher Level Teaching Assistant |
| **Grade**  | Grade C2 |
| **Hours** **School**  | 32.5 hours per week Term-time only Barnsole Primary School  |
| **Reports**  | None |

**Purpose of the Job**

● Work with class teachers to raise the learning and attainment of pupils ● Promote pupils’ independence, self-esteem and social inclusion

● Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

**Responsibilities**

*Teaching and learning*

● Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)

● Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

● Use effective behaviour management strategies consistently in line with the school’s policy and procedures

● Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

● Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment

● Observe pupil performance and pass observations on to the class teacher ● Supervise a class if the teacher is temporarily unavailable

● Use ICT skills to advance pupils’ learning

● Undertake any other relevant duties given by the class teacher

● To cover and lead class teaching (under supervision) as and when appropriate ● Direct the work, where relevant, of other adults in supporting learning ● Add any other duties of particular relevance to your school and the role.

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*Planning*

● Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role

● Read and understand lesson plans shared prior to lessons, if available ● Prepare the classroom for lessons

● Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities

● Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning

● Plan how they will support the inclusion of pupils in the learning activities ● Add any other duties of particular relevance to your school and the role.

*Working with colleagues and other relevant professionals*

● Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher

● Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision

● With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with

● Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers ● Collaborate and work with colleagues and other relevant professionals within and beyond the school

● Develop effective professional relationships with colleagues

*Whole-school organisation, strategy and development*

● Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s values and vision

● Make a positive contribution to the wider life and ethos of the school

*Professional development*

● Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness

● Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school

● Take part in the school’s appraisal procedures

*Personal and professional conduct*

● Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school

● Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

● Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community

● Respect individual differences and cultural diversity

The HLTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

*Data Protection*

Ensure organisational compliance with the requirements of the General Data Protection Regulations in order to minimise the risk of data breaches.

The Maritime Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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**Person Specification**

The following criteria will be used for shortlisting purposes:

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| **Qualifications & Experience**  | **Essential/** **Method of Assessment****Desirable**  |
| Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare | Essential Application form |
| Level 4 certificate as an HLTA or equivalent (or willingness to work towards a qualification if not already held) | Desirable Application form |
| GCSEs at grades 9 to 4 (A\* to C) including English and maths | Essential Application form |
| Experience of planning and leading teaching and learning activities (under supervision) | Essential Application form |
| **Skills and Knowledge**  | **Essential/** **Method of Assessment****Desirable**  |
| Skills and expertise in understanding the needs of all pupils Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Understanding of effective teaching methods  | Essential Supporting Statement/Interview/ Task Essential Supporting Statement/Interview Essential Supporting Statement/Interview Essential Supporting Statement/Interview/ Task |
| Knowledge of how to successfully lead learning activities for a group or class of children Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support | Essential Supporting Statement/Interview/ Task Desirable Supporting Statement/Interview |
| Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice | Essential Supporting Statement/Interview/ Task |
| **Personal Qualities**  | **Essential/** **Method of Assessment****Desirable**  |
| Ability to form positive relationships with children, colleagues and parents | Essential Supporting Statement/Interview |
| Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school | Essential Supporting Statement/Interview |
| Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability | Essential Supporting Statement/Interview |
| Commitment to safeguarding and equality  | Essential Supporting Statement/Interview |

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