

## Job Description

---

**Job title:** Higher Level Teaching Assistant  
**Reports to:** Assistant Principal  
**Location:** Strood Academy

The post holder will undertake responsibilities as a member of the teaching support function within the Academy and will ensure that high standards of pastoral support are maintained against the background of the policies, plans, targets, practices and procedures relating to the Academy/School within the context of the vision, ethos, aims and goals of the Trust.

### Specific Duties and Responsibilities

#### 1.1 Support for the Pupils/families

- 1.1.1 Assess, manage and deliver pastoral and learning support.
- 1.1.2 Provide feedback to pupils in relation to progress and achievement.
- 1.1.3 To work with pupils, understanding how to motivate and encourage them to achieve and develop.
- 1.1.4 To work with the SENCO and other teachers to develop and implement IEPs and behaviour mentoring plans.
- 1.1.5 To understand the individual needs of children and be responsible for advising them on social, health and hygiene development.
- 1.1.6 To deal with minor incidents and the health and hygiene of the children and where necessary, escort them home.
- 1.1.7 Promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work cooperatively with others and engage in all activities.
- 1.1.8 To read with individual children and groups and complete reading records as directed by the class teacher.

#### 1.2 Support for the Teachers

- 1.2.1 Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment.
- 1.2.2 To record the progress of children through exams and tests.
- 1.2.3 To feedback the achievements of pupils to colleagues through the agreed monitoring systems.
- 1.2.4 To report on pupil achievements and adjust their work as necessary.
- 1.2.5 To establish and maintain constructive relationships with parents/carers by:
  - (i) supporting their role in pupils learning

- (ii) providing constructive feedback on pupil's progress and achievements
- (iii) facilitating their support for their child's attendance
- (iv) support home to school/community links.

**1.2.6** To take a lead role in planning, development and organisation of systems/procedures/policies.

**1.2.7** To lead on developing behaviour strategies. To be proactive in managing behaviour to promote self control, independence and integration.

**1.2.8** To provide other administrative support including dealing with photocopying, correspondence, compilation/analysis/reporting on attendance, exclusions etc, making phone calls etc and liaison with relevant bodies (for example, feeder schools).

**1.2.9** To work within an agreed system of supervision with small groups of children and to take responsibility for their learning.

**1.2.10** To work in partnership with the class teacher to support the school induction programme. This may include contributing to parents evening as appropriate.

**1.2.11** To accompany teachers and classes on educational visits.

**1.2.12** To work with the class teacher in dealing with finished work and preparing displays and filing work

**1.2.13** To work with small groups of children and to take responsibility for their learning.

### **1.3 Support for the School**

**1.3.1** To undertake line management responsibilities where appropriate including:

- (i) Manage other Teaching Assistants
- (ii) Liaise between managers/teaching staff and Teaching Assistants
- (iii) Hold regular team meetings with managed staff
- (iv) Represent Teaching Assistants at teaching staff/management/other appropriate meetings
- (v) Undertake recruitment/induction/appraisal/training/mentoring for other Teaching Assistants

**1.3.2** Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.

**1.3.3** Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.

**1.3.4** Contribute to the overall ethos/work/aims of the school.

**1.3.5** Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

**1.3.6** Recognise your own strengths and areas of specialist expertise and use these to lead, advise and support others.

**1.3.7** Contribute to the identification and running of appropriate out of school learning activities which consolidate and extend work carried out in class.

**1.3.8** Lead for the whole school in a specialist area and share expertise and skills with others.

**1.3.9** Be responsible for the provision and delivery of out of school learning activities for example, clubs, extra-curricular activities within guidelines established by the school.

**1.3.10** Attend and participate in regular meetings, and in training and other activities as required.

**1.3.11** To assist in the general care of the school environment by undertaking tidying of general areas (staff room, fridge etc).

**1.3.12** To assist with children at the beginning and end of the day and in the playground as required.

**1.3.13** To attend meetings with line managers as required.

**1.3.14** To promote equal opportunities at all times.

**1.3.15** To work with the Line Manager about timetable arrangements, and when appropriate, be responsible for arranging cover when Teaching Assistants are absent.

**1.3.16** To work with the lead teacher for Teaching Assistants in supporting and maintaining the appraisal system for Teaching Assistants.

**1.3.17** To undertake the invigilation of tests.

#### **1.4 Support for the Curriculum**

**1.4.1** Be responsible for the management of stock levels and for the maintenance/quality/safety of specialist equipment.

**1.4.2** Within an agreed system of supervision, deliver learning and teaching activities and adjust these where necessary.

**1.4.3** Actively investigate courses and activities outside of the school.

**1.4.4** Advise, demonstrate and assist in the safe and effective use of specialist equipment/materials, including use of ICT.

**1.4.5** Determine need for, select and prepare the use of specialist equipment, plans and resources necessary to both lead and support learning activities, taking into account pupils' interests, language and cultural backgrounds.

**1.4.6** Deliver local and national learning strategies for example, literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning support activities to support the development of pupil's skills.

## **1.5 Special Educational Needs**

**1.5.1** Determine need for, select and prepare the use of specialist equipment, plans and resources necessary to both lead and support learning activities, taking into account pupil's interests, language and cultural backgrounds.

**1.5.2** Take a lead role in the provision of support for children with special needs.

**1.5.3** Establish and develop productive working relationships with pupils acting as a role model and developing 1:1 mentoring arrangements and providing support for distressed pupils.

## **2 Other Duties**

- Contribute to the Trust's culture and development by:
- Ensuring that you fulfil your responsibilities and are carrying out duties effectively.
- Attend Academy/School meetings where requested;
- Share good practice across the Trust;
- Take responsibility for your own well-being;
- Participate in appropriate induction programmes to support new staff and provide excellent support for those members of staff who are new to a Trust/Academy environment.
- Take responsibility for your own career choices and actively seek CPD opportunities.
- Participate in appraisal and the achievement of targets set which will be robust and measurable. Request adequate support to achieve these targets if this is appropriate.

## **3 Generic Duties relevant to all members of staff**

### **3.1 Teaching and Learning**

This is our core business and therefore it is an absolute priority. Although this role is not a direct teaching role you are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

### **3.2 ICT**

It is expected that all teaching and support staff follow the ICT Vision of the Trust.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

### **3.3 Health and Safety**

Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

### 3.4 Safeguarding

The Williamson Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Williamson Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

## 4 Person Specification

Criteria	Essential	Desirable
<b>1 Qualifications</b>		
NVQ level 3 or HLTA status	X	
Other relevant qualifications (eg Foundation Degree in Education)		X

Criteria	Essential	Desirable
<b>2 Experience</b>		
Knowledge of relevant codes of practice and legislation including safeguarding	X	
Experience of working in education sector including a Trust/Academy setting		X
Competent computer skills, in particular Word, Excel, email and school software packages – SIMS preferable	X	
Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)	X	
working with children who have specific special / EAL needs		X
Experience of working with Children with additional education needs		X
A motivated and committed team leader who works to support others in their team in line with the Trust's ethos and culture	X	

Criteria	Essential	Desirable
<b>3 Skills</b>		
Knowledge of Literacy and Numeracy strategies	X	
Working with individuals and small group work	X	
Plan effective activities for pupils at the risk of underachieving	X	
Develop their knowledge through the evaluation of own learning needs	X	
Work independently		X
Use coaching and mentoring skills with adults and pupils		X
Demonstrate leadership and line management skills		X
Be flexible and open to change and enjoy working at a fast pace	X	

Demonstrates resilience, motivation and commitment to driving up standards of achievement.	X	
Act with integrity and professionalism at all times	X	
Commitment to continued professional development	X	
Act as a role model to staff and students	X	
Understands the importance of confidentiality and discretion	X	
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>3 Skills</b>		
Commitment to the safeguarding of children	X	

### Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document \(Department of Education\)](#).

### Notes

Ideally the candidate will have experience in working in access arrangements. However, this is not essential. The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.