**Swingate Primary School**

**JOB DESCRIPTION**

# Designation: **Higher Level Teaching Assistant**

# Department: Education & Leisure

Grade: C2 point 12-25 (£24496 -£32020)

Hours 8.30- 3.15pm (½ Hour unpaid lunch break) 31.25 hours per week prorata ( £17730- £23176)

# Responsible to: Head of School or Deputy Head of School

The Governors of Swingate Primary School seek to appoint staff who will contribute positively to a culture of teamwork, collaboration and shared responsibility for high standards and performance in order to ensure the children at Swingate Primary School receive the best possible opportunities they can.

Swingate Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

1. **Main purpose of Job**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities when required for whole classes/small groups and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.

**HLTA’s at Swingate Primary School are expected to be the best teachers they can be, actively seeking to be up-to-date on new initiatives, taking on board advice and support in order to achieve consistently good or better teaching and learning**.

1. **Accountability**
* Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs.
* Understand the requirements of the curriculum and how literacy, numeracy make effective use of opportunities provided by other learning activities to support the development of pupils’ skills.
* Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use.
* Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
* Organise and manage appropriate learning environment and resources.
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
* Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. Marking to be carried out in line with the school’s policy.
* Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
* Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
* Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils learning.
* Establish productive working relationships with pupils, acting as a role model and setting high expectations.
* Implement Individual Education/Behaviour Plans and Personal Care Programmes.
* Promote the inclusion and acceptance of all pupils within the classroom.
* Encourage pupils to interact and work co-operatively with others and engage pupils in activities.
* Provide feedback to pupils in relation to progress and achievement.
* Support the development and effectiveness of the team, providing supervision and mentoring to other Teaching Assistants.
* Participate in training and other learning activities and performance development as required.
1. **Person Specification**
* Previous experience of working with children in a learning environment.
* Have been awarded Higher Level Teaching Assistant Status.( Or be prepared to undertake the training)
* Excellent numeracy and literacy skills, equivalent to at least level 2 in English and Maths.
* Training in relevant learning strategies, e.g. phonics, reading records, assertive maths
* Specialist skills/training in curriculum or learning area, e.g. ICT, speech and language, maths, forest school,
* Good understanding of child development and learning processes.
* Understanding of statutory frameworks relating to teaching.
* Excellent organisational and interpersonal skills
* Ability to relate well to children and adults
* Ability to work on own initiative
1. **Organisation**

The post holder will be directly line managed by the Deputy Head teacher.

The post holder will be required to deliver teaching and learning activities to whole classes in the absence of the teacher.

The post holder will have daily contact with staff throughout the school, pupils, parents and Governors

1. **Financial Accountabilities**

# The post holder will have no direct finance responsibility

1. **Working Environment**

# The post holder will be based within a school.

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| **HLTA STANDARDS**  |
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| 1. Show you have high expectations of children’s learning and behaviour?
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| 1. Build effective and supportive relationships with children?
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| 1. Act as a role model for positive values, attitudes and behaviours?
 |
| 1. Communicate with a range of different people (including children) and in different ways?
 |
| 1. Show that you recognise (directly or indirectly) the contribution that parents make to the development and well being of children?
 |
| 1. Work collaboratively with colleagues and other professionals?
 |
| 1. Take steps to improve your own knowledge and practice?
 |
| 1. Understand some of the different factors that affect how children learn (e.g. emotional, physical, cultural, social or domestic)?
 |
| 1. Use your knowledge of the children you work with to plan personalised provision to support their learning?
 |
| 1. Have an area of expertise – an aspect of your role for which you have developed knowledge used to support learning?
 |
| 1. Use ICT in your role but not directly with children (e.g. internet, database, Microsoft Word for planning, email communication, etc)
 |
| 1. Have some knowledge of a curriculum related ‘framework’ (e.g. National Curriculum, QCA schemes, ASDAN, Primary Frameworks)?
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| 14. Know about the learning objectives, content and intended outcomes for the activities you support? |
| 1. Know about how your school works in line with the SEN Code of Practice as well as Disabilities Legislation?
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| 1. Have some knowledge of a framework related to the well being and protection of children (e.g. child protection, health and safety, race equality, etc)?
 |
| 1. Use their area(s) of expertise to contribute to the planning and preparation
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| 18. Have opportunity to plan your own role or make decisions about an activity? |
| 19. Have strategies to ensure that learners are interested and motivated?  |
| 20. Plan, in advance, how individuals will be included in the learning activity? |
| 21. Have opportunity to select, prepare or create resources suitable for the learning activity or that support learners?  |
| 22. Recognise when an activity should be adapted as a result of an identified misconception or other issue?  |
| 23. Monitor learners’ responses and give them personal feedback that will move their learning on? |
| 24. Have experience of a range of different assessment techniques, informal or formal? |
| 25. Keep your own records of learner progress and access records in order to analyse? |
| 26. Have a range of different strategies to manage children’s behaviour? |
| 27. Have examples of times when you have recognised situations that challenge equal opportunity, and responded accordingly? |
| 28. Use ICT directly with learners (e.g. interactive whiteboard, learning programmes, ICT equipment, etc)? |
| 29. Have examples of times when you have taught an individual and had an impact on their learning or development? |
| 30. Have examples of times when you have taught a small group and had an impact on the children’s learning or development? |
| 31. Have examples of times (at least 2) when you have taught a class normally taught by a teacher (but where the teacher was not present) and had an impact on their collective learning or development? |
| 32. Have examples of where you have had regard for the safety of learners? |
| 33. Have opportunity to give instructions to other colleagues involved with supporting learning? |