

JOB DESCRIPTION

Job Title:	Higher Level Teaching Assistant
Reports to:	Class Teacher / Assistant Head
Grade:	KR7 £25,378 - £28,466 (Full Time Equivalent) Pro rata'd this equates to an actual salary of: £20,831 – £23,366 Plus £1,422 SEN Allowance
Hours:	35 hours per week: 08:30am – 4:00pm; Monday – Friday. Term Time Only: 38 weeks plus 5 staff development days.

PURPOSE OF JOB:

To collaborate with teachers in planning and delivering programmes of teaching and learning activities for classes. The primary focus is to undertake educational activities with individuals, groups and whole classes within a framework agreed with and under the overall direction and supervision of a qualified teacher.

PRINCIPAL ACCOUNTABILITIES:

- Plan, prepare and deliver assigned programmes of teaching and learning activities to individuals, small groups and/or classes modifying and adapting activities as necessary under the overall direction and supervision of a teacher.
- Organise and manage an appropriate learning environment.
- In the absence of a teacher due to long term sickness or vacancy (time limited and through discussion) lead and manage a team of support staff in the delivery of high quality teaching and learning experiences for a class of up to 10 pupils.
- Assess, record and report on development, progress and attainment.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within agreed systems of supervision.
- Support pupils in social and emotional wellbeing, reporting problems to the teacher as appropriate.
- Develop and implement Personalised Learning Plans for pupils, including attendance at, and contribution to, reviews.
- Support the role of parents / carers in pupils' learning and contribute to meetings with parents / carers to provide constructive feedback on pupil progress/achievement etc.
- Act as a role model and establish clear framework for behaviour management in line with established policies.
- Anticipate and manage behaviour in order to promote pupils' self control and independence to ensure good behaviour and respect for others is maintained.
- Use detailed knowledge and specialist skills to support pupils' learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.
- Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting

concerns to an appropriate person in order to maintain a safe and secure learning environment.

- Contribute to the overall work/aims of the school and, in liaison with the teacher, establish constructive relationships and communicate with other agencies / professionals, in order to support the achievement and progress of pupils.
- Participate in training and other learning activities as required and attend relevant meeting to ensure own continuing professional development.
- Become a trainer in an agreed chosen discipline relevant to pupil need both within Nexus and the locality of schools.
- Supervise and manage the development of other classroom support staff.

ADDITIONAL RESPONSIBILITIES:

HLTA's at Nexus also support school improvement in the following areas:

- Behaviour
- Communication
- EYFS
- Post 16
- Sensory/therapy
- Wellbeing / SEMH
- Physical Development
- Learning Outside the Classroom
- Physical Development
- Creative & Expressive
- Wouldham Satellite provision

NECESSARY EXPERIENCE:

- Successful relevant experience of working with children of relevant age within a learning environment.
- Possess Higher Level Teaching Assistant Status.
- Have qualifications in Maths/numeracy and English/literacy or equivalent to at least Level 2
- Obtained "above required standard" in 2 previous consecutive PMR's.
- Low level of absence in the previous 12 months (5% or below)
- Teaching graded consistently Good or above
- Teaching and planning for whole class group
- Have NVQ 3 for Teaching Assistants or equivalent.
- Full working knowledge of relevant policies, codes of practice and legislation plus working knowledge and experience of implementing national curriculum and other relevant learning programmes.
- Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.
- Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative.
- Must be flexible with effective time management skills.
- Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations.
- Have a creative approach to problem solving and use this to inspire and motivate pupils.
- Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing.
- Must have ability to critically evaluate own performance.

PERSONAL ATTRIBUTES:

- A positive attitude to all aspects of work
- To be adaptable and flexible
- To demonstrate a desire to do your very best and to want to improve yourself
- To show dignity and respect for everyone
- To be self-assured and independent
- To act in a professional manner
- To use initiative
- To demonstrate accountability for all your actions

JOB CONTEXT:

HLTA's will be expected to work effectively with individual pupils, small groups and whole classes under the direction and supervision of a teacher, phase leader or Deputy Head. HLTA's may cover a whole class where a teacher is absent long term or a vacancy exists. This would not be a permanent situation. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. HLTA's would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims.

The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

The post holder must have excellent communications skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.

SCOPE FOR IMPACT:

Support staff in schools to make a strong contribution to pupils' learning and achievement. Teachers' professional training, knowledge and experience enable them to take overall responsibility for pupils' learning. They are not, however, required to take sole responsibility in an ongoing capacity for every aspect of each lesson that is taught. The HLTA's provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. HLTA's contribute to pupils' learning and will have a significant impact on pupils' achievement.

PERSON SPECIFICATION	Essential	Desirable
TRAINING AND QUALIFICATIONS		
Grade C or above in GCSE English Language & Maths (or equivalent) (Certificates must be brought to interview)	✓	
HLTA qualification or equivalent	✓	
Education to at least Level 3	✓	
Evidence of attending training to develop own skills	✓	
First aid qualification		✓
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Experience within any school	✓	
Experience with children and young adults with special educational needs	✓	
Able to use IT for your own needs and to develop children's learning	✓	
A clear understanding of Safeguarding and promoting the welfare of children and young adults	✓	
PERSONAL SKILLS AND ABILITIES		
Experience of making decisions, planning lessons, and taking the lead in the absence of the class teacher	✓	
Able to manage a small team of teaching assistants in the absence of the class teacher	✓	
An excellent sense of fun, humour and enjoyment of life	✓	
Able to build and manage relationships constructively with a wide range of pupils, adults and professionals	✓	
Personal organization skills in order to meet the many and varied elements of the role	✓	
A clear motivation to work with children and young adults	✓	
Able to work as a member of a team	✓	
Able to form and maintain appropriate relationships and personal boundaries with children and young adults	✓	
Able to uphold the belief that individuals matter and deserve respect	✓	
Emotional resilience to work with challenging behaviours	✓	
Able to command authority and maintain discipline	✓	
OTHER REQUIREMENTS		
Application forms completed in full – dates and grades of qualifications	✓	