

Viking Academy Trust



Job Description

Position: SENIOR TEACHING ASSISTANT

Name of Member of Staff:

Viking Academy Trust

JOB DESCRIPTION: Senior Teaching Assistant / HLTA

PREAMBLE

All staff and members of governance make the education of pupils at the Viking Academy Trust their first concern and are accountable for achieving the highest possible standards in work and conduct.

All staff and members of governance act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Viking Academy Trust Base School:	
Job Title:	Education Support Staff: Senior Teaching Assistant
Line Manager:	Head of School
Pay Grade:	Kent Range 6
Hours worked:	30 hours

WHAT IS A TEACHING ASSISTANT?

A number of different job titles are used for staff supporting teaching and learning. At the Viking Academy Trust we use the term "teaching assistant" and this includes staff based in the classroom for learning and pupil support, e.g. HLTAs, Senior TAs, teaching assistants (TAs), special needs support staff, EYFS practitioners, minority ethnic pupils support staff and bilingual assistants.

THE ROLE OF A TEACHING ASSISTANT

The primary role of the teaching assistant should be to work with teachers to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion. They give assistance to pupils so that they can access the curriculum, participate in learning and experience a sense of achievement. Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. School leaders' decision-making about the effective deployment of teaching assistants is crucial in making a difference to pupil achievement. Teaching assistants should act with honesty and integrity to uphold comparable standards to other education professionals, in order to make the education of pupils their first concern. By demonstrating values and behaviours consistent with their professional role, teaching assistants work with other education professionals within a common framework of expectations.



PURPOSE OF JOB

Provide learning activities for classes under the professional direction and supervision of the class teacher. The post holder will plan, prepare and deliver lessons and assess record and report on the development, progress and attainment of pupils.

PRINCIPAL ACCOUNTABILITIES

- Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure pupils development, progress and attainment.
- Deliver learning activities to pupils, adjusting activities according to pupils' needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils' learning.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
- Support the role of parents in pupils' learning and lead meeting with parents to provide constructive feedback on pupils' progress to ensure pupils achieve their best results.
- Act as a role model and establish clear framework for discipline 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.

NECESSARY EXPERIENCE

- Successful relevant experience of working with children of relevant age within a learning environment.
- Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2
- 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.

SCOPE FOR IMPACT

Support staff in schools 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 for every aspect of each lesson that is taught. The Senior Teaching Assistants provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. Senior Teaching Assistants contribute to pupils' learning and will have a significant impact on pupils' achievement.

JOB CONTEXT

Senior Teaching Assistants will be expected to work effectively with individual pupils, small groups and whole classes under the direction and supervision of a teacher. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. Senior Teaching Assistants 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.

OTHER RESPONSIBILITIES

Above all you need to like children, to want the very best for them and be prepared to put their needs first. Children will be at the heart of your work. You must be able to demonstrate that you understand the importance of educating the whole child within a creative & innovative school setting.

To maintain the highest standards of confidentiality at all times*

Any other task - as requested by the Executive Headteacher and Head of School and which shall be deemed to fall within the general boundaries of the post**



PERFORMANCE APPRAISAL

To attend regular staff meetings with the assigned appraiser and to participate in the school's annual performance review procedure.

This job description may be amended at any time after discussion with you.

Your job description is intended as a reference document which identifies your main responsibilities and activities.

**NB Under no circumstances should a staff members discuss or share any information about a pupil or other matters with any parent or third party without prior consent. All enquiries concerning pupils should be directed to the class teacher or a member of the Senior Leadership Team.*

***This job description describes in general terms the normal duties that the post holder will be expected to undertake. However, the job description or the duties therein may vary or be amended from time to time without changing the level of responsibility associated with this post or grade*



Appendix 1:

SENIOR TEACHING ASSISTANT / HLTA STANDARDS

The Professional Standards for Senior Teaching Assistants / HLTAs

The four themes

The Professional Standards for Senior Teaching Assistants / HLTAs are set out in four themes.

- 1) PROFESSIONAL ATTRIBUTES**
- 2) PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**
- 3) PROFESSIONAL SKILLS***
 - A) PLANNING AND EXPECTATION**
 - B) MONITORING AND ASSESSMENT**
 - C) TEACHING AND LEARNING ACTIVITIES**

Within each theme there are several standards expected of teaching assistants.

PROFESSIONAL ATTRIBUTES

- 1 Have high expectations of children and young people with a commitment to helping them fulfil their potential
- 2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
- 3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people
- 4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- 5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
- 6 Demonstrate a commitment to collaborative and cooperative working with colleagues
- 7 Improve their own knowledge and practice including responding to advice and feedback

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- 8 Understand the key factors that affect children and young people's learning and progress



9 Know how to contribute to effective personalised provision by taking practical account of diversity

10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people

11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy

12 Know how to use ICT to support their professional activities

13 Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved

15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

16 Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

PROFESSIONAL SKILLS*

A) PLANNING AND EXPECTATION

17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities

18 Use their area(s) of expertise to plan their role in learning activities

19 Devise clearly structured activities that interest and motivate learners and advance their learning

20 Plan how they will support the inclusion of the children and young people in the learning activities

21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

B) MONITORING AND ASSESSMENT

22 Monitor learners' responses to activities and modify the approach accordingly

23 Monitor learners' progress in order to provide focused support and feedback

24 Support the evaluation of learners' progress using a range of assessment techniques

25 Contribute to maintaining and analysing records of learners' progress



C) TEACHING AND LEARNING ACTIVITIES

- 26 Use effective strategies to promote positive behaviour
- 27 Recognise and respond appropriately to situations that challenge equality of opportunity
- 28 Use their ICT skills to advance learning
- 29 Advance learning when working with individuals
- 30 Advance learning when working with small groups
- 31 Advance learning when working with whole classes without the presence of the assigned teacher
- 32 Organise and manage learning activities in ways which keep learners safe
- 33 Direct the work, where relevant, of other adults in supporting learning

**Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*

Appendix 2

Senior TA / HLTA Status

[Higher Level TA Candidate Book](#)

[HLTA National Assessment Partnership](#)

Teaching assistant deployment

https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf

<https://www.gov.uk/government/publications/effective-deployment-of-classroom-staff>

http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf

<http://www.maximisingtas.co.uk/>

Other resources

Statutory policies for schools

[SEND Code of Practice](#)

[Professional Standards for Teaching Assistants](#)

