BLAKESLEY CE PRIMARY SCHOOL

Job Description for Higher Level Teaching Assistant

Job Title: Higher Level Teaching Assistant
Salary Range: Point 19-22
Start Date: 1st September 2018

Accountable to: The Headteacher, the Governing Body of Blakesley Church of England Primary School, Northamptonshire Local Education Authority and the Diocese of Peterborough (as a Voluntary Controlled School)

GENERAL DESCRIPTION OF POST:
Working under the direction and within an agreed system of supervision from a qualified teacher. To complement the teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To undertake specified timetabled teaching duties as agreed with the Headteacher. To work collaboratively with the teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes during the short-term absence of teachers, including PPA.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare and to support the inclusion of pupils in all aspects of school life.

Key Duties and Responsibilities
The Higher Level Teaching Assistant will be a member of a multi-disciplinary team, under the leadership and supervision of the teacher. In co-operation with the teacher the post holder will:

Planning
• Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
• Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil needs.
• Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures.

Teaching and Learning

“We create the spark that lights the fire”.
As a Church of England school at the heart of the community and in partnership with parents, Blakesley CE Primary School is committed to enabling all pupils to achieve their full potential. We will do this through developing a love of learning within a creative, dynamic and vibrant environment based on Christian values where everyone aspires to excellence.

Blakesley CE Primary School HLTA      Job Description and Person Specification for September 2018
• Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
• Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
• Motivate and progress pupils’ learning by using clearly structured, interesting techniques and learning activities.
• Support the teaching of literacy and numeracy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
• Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
• Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
• In accordance with arrangements made by the Headteacher, progress pupils’ learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
• Organise and safely manage the appropriate learning environment and resources.
• Promote and reinforce children’s self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
• Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with a different first language.
• Support the role of parents in pupils’ learning and contribute to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

**Monitoring and Assessment**
• With teachers, evaluate pupils’ progress through a range of assessment activities.
• Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
• Monitor pupils’ participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
• Assist in maintaining and analysing records of pupils’ progress.
• Keep effective working records of the impact of interventions
• Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
• Support the teaching staff with reporting pupils’ progress and achievements at Parents’ meetings which are usually held outside of school hours.

**Mentoring, Supervision and Development**
• Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school.
• Participate in staff meetings and training days/events as requested.

**Behavioural and Pastoral**
• Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
• Understand and implement school child protection procedures and comply with legal responsibilities.
• Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
• Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
• Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links.
• Supervise pupils in the playground and plan and organise play time activities.
• Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children’s education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.

Other
• Any other duties required by the class teacher, Deputy Headteacher, or the Headteacher, which is within the scope of this post that may reasonably be required from time to time.
• To work within and encourage the school’s Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
• To promote the safeguarding of children.
• To carry out the duties and responsibilities of the post, in accordance with the schools’ Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
• To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

N.B. The above job description serves to indicate the wide range of duties and responsibilities involved in the post, however no written job description can cover every eventuality when dealing with children in a Primary School, therefore the duties may vary from time to time to meet the needs of the school and the children.
### BLAKESLEY CE PRIMARY SCHOOL

**Job Description for Higher Level Teaching Assistant**

#### HIGHER LEVEL TEACHING ASSISTANCE – PERSON SPECIFICATION

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<th>Essential</th>
<th>Desirable</th>
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<tr>
<td><strong>Qualifications and training</strong></td>
<td>• Specialist training in an appropriate curriculum or learning area (e.g speech and language)</td>
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<td>• Have HLTA status (or intention to gain HLTA status upon appointment) or equivalent qualification or experience.</td>
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<td>• Minimum ‘C’ grade or better in Maths and English at GCSE or equivalent.</td>
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<td>• Training in relevant teaching and learning strategies.</td>
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<td><strong>Experience</strong></td>
<td>• Track record of positive outcomes when working with children with SEMH issues or cognition and learning difficulties or behaviour difficulties.</td>
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<td>• Minimum 2 years’ experience working with or caring for children of a relevant age in an educational setting.</td>
<td>• Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.</td>
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<td>• General understanding of the National Curriculum and other basic learning programmes and techniques.</td>
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<td>• Basic understanding of child development and learning</td>
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<td>• Awareness of inclusion and vulnerable groups in a school setting.</td>
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<td>• Experience of teaching whole classes.</td>
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<td><strong>Knowledge and understanding relevant to the job</strong></td>
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<td>• The ability to provide support for all pupils, including those with special needs, ensuring their safety and access to learning activities.</td>
<td>• Understanding of statutory frameworks relating to teaching.</td>
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<td>• Promote good behaviour, dealing promptly with conflict and incidents in line with the agreed school policies.</td>
<td>• Understanding a range of support services and other agencies as appropriate.</td>
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<td>• The ability to undertake pupil record keeping as requested.</td>
<td>• Ability to plan effective actions for pupils at risk of underachieving.</td>
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<td>• The ability to plan and deliver structured teaching and learning activities.</td>
<td>• Experience of planning and teaching Computing</td>
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<td>• Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.</td>
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<td><strong>Personal qualities – The ability to:</strong></td>
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<td>• Establish good working relationships with pupils and other adults.</td>
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<td>• Act as a role model to others in school.</td>
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<td>• Provide detailed and regular feedback to teachers and pupils on achievements and progress.</td>
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<td>• Establish excellent communication skills, with children and colleagues.</td>
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<td>• Show patience, reliability and trustworthiness</td>
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- Demonstrate a positive approach to inclusive practice, with children and colleagues.
- Demonstrate enthusiasm for working with young children.
- Support the use of ICT in learning activities and develop pupil’s competence and independence in its use.
- Work as part of a team, appreciating and supporting the role of other members of the team.
- Ability to direct the work, where relevant, of other adults in supporting learning.
- Support the change process; remain positive during times of change.
- Be self-reflective identifying and celebrating successes and recognising areas for further development.
- Be flexible.

This post requires a DBS check as there will be periods of unsupervised access to children. An Enhanced DBS and satisfactory references would be obtained prior to commencement of employment.