

JOB DESCRIPTION

Job Title Higher Level Teaching Assistant		School Harvills Hawthorn Primary School	
Post No. ESC54	Grade Band E	Service Education	Location Classroom
Responsible to Head Teacher		Persons responsible for: <i>(May be presented in the form of an organisation chart)</i> Attach separate sheet None	
Working hours 30 hours per week – term time + 5 training days		Special conditions None	
		Conditions of Service NJC	

This job description is a guide to the work you will initially be required to undertake. It may be reviewed from time to time to meet changing circumstances.

Job Summary

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development.
- Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Your current duties and responsibilities are:-

1. Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil's learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and Implement IEPs.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

2. Support for Teachers

- 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.
- 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.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests.

Production of lessons plans, work sheet, plans etc.

3. Support for the Curriculum

Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.

Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and 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.

Advise on appropriate deployment and use of specialist aid/resources/equipment.

4. Support for the School

Comply with and assist with the development of policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting concerns to an appropriate person.

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

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

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

Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.

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

Deliver out of school learning activities within guidelines established by the school.

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

5. Line Management Responsibilities

Manage other teaching assistants.

Liaise between managers/teaching staff and teaching assistants.

Hold regular team meetings with managed staff.

Represent teaching assistants at teaching staff/management/other appropriate meetings.

Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

6. To participate in the operation of the Council's Appraisal Scheme.

7. It is your responsibility to carry out your duties in line with the Council's policy on equality and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. You should act as an exemplar on these issues and should identify and monitor training for yourself and any employees for whom you are responsible, in line with this policy and the Equality Act 2010.

8. Such other duties as may be appropriate to achieve the objectives of the post to assist the Thematic Area in the fulfilment of its objectives commensurate with the post holder's salary grade, abilities and aptitudes.

9. The post holder must at all times carry out his/her responsibilities with due regard to the Council's policy, organisation and arrangements for Health and Safety at Work.

Personnel Specification

Job Title	Higher Level Teaching Assistant			School	Harvills Hawthorn Primary School
JE Reference No:	ESC54	Grade	Band E	Service	Education

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together, the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the position's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates and in determining an applicant's suitability for employment, whilst giving due consideration to the need to make reasonable adjustments in line with the requirements of the Equality Act 2010.

	Essential	N/A	How identified
1. Qualifications			
<p>What does the job require in the way of: -</p> <p>Level of formal qualifications required to carry out the job. Describe these by level of attainment and by subject matter where appropriate, e.g. Degree, HNC, Professional Qualifications, GCSE's, CIPFA etc. Consider carefully whether these are absolutely necessary.</p>	HLTA qualification	<input type="checkbox"/>	Formal possession of an appropriate qualification to be verified at interview or from records.
2. Experience			
<p>What does the job require in the way of: -</p> <p>Specific related job experience and in what type of working environment. What kind of life experience could supplement or replace this? Which is more important to the success of the job?</p>	<p>A minimum of 2 yrs experience of working with families with complex social needs</p> <p>Experience of working with Primary children</p> <p>Experience of working with multi Ethnic Community</p> <p>Knowledge and understanding of Equal Opportunities</p> <p>Knowledge of Health and Safety issues</p> <p>Knowledge and understanding of the Children Act</p>	<input type="checkbox"/>	Past employment activity record. Performance in related selection methods, e.g. presentation, group discussion.
3. Training			
<p>What does the job require in the way of: -</p> <p>Specific and/or specialist training in order to do the job, e.g. training in recruitment and selection, supervisory, management, interpersonal skills. Apprenticeship in a recognised trade. Practical training in the use of specific equipment, word processing etc.</p>	<p>Willing to undertake training as necessary</p> <p>Commitment to own personal development</p>	<input type="checkbox"/>	Past training history from application form and records. Selection process by demonstration of ability to display knowledge and skills at the interview.
4. Special Knowledge			

<p>What special knowledge is required in order to perform the job properly, e.g. a knowledge of employment legislation, accounting, financial planning regulations, languages, computer systems, local area etc?</p>	<p>An understanding of child development and appropriate levels of childcare</p> <p>An awareness and understanding of the multi ethnic cultures</p> <p>An awareness and understanding of parental involvement in raising pupil achievement</p>	<input type="checkbox"/>	<p>Qualifications held and demonstration of knowledge at interview.</p>
<p>5. Circumstances (personal)</p>			
<p>What kind of personal circumstances are required to do the job properly? The ability to work shifts, weekends etc. The willingness and ability to travel and stay away from home. Willingness to live-in if the job requires. Ability to drive, car ownership.</p>	<p>Ability to work when the school is open (Term Time working)</p> <p>Willingness to work flexibly to meet the requirements of the post</p> <p>Ability and willingness to undertake occasional work outside of school hours as required work</p>	<input type="checkbox"/>	<p>Ensuring candidates are aware of these requirements from the job description. Interview questions and application details.</p>
<p>6. Disposition</p>			
<p>How far does the job require:- Being steady, dependable, persevering, persistent, even tenacious, being difficult to distract or discourage. Getting on well with others, working readily with others, co-operating, and influencing others. Depending on oneself rather than others, relying on own resources, accepting responsibility, leadership qualities, ability to motivate others. Ability to cope with monotony, neatness, accuracy of work, attention to detail.</p>	<p>Able to work with parents/carers and children in supportive, non-judgemental manner</p> <p>To be reliable, organised, able to work effectively and innovatively.</p> <p>Flexible approach to working</p> <p>Ability to maintain accurate records</p> <p>To maintain confidentiality at all times</p> <p>Ability to work on own initiative</p>	<input type="checkbox"/>	<p>Performance in related selection process, e.g. exercises, group discussion, problem-solving, questions etc.</p>
<p>7. Practical and Intellectual Skills</p>			
<p>What practical and intellectual skills are required for performing the job effectively? Does the person need to be a practically orientated person; should they be able to make decisions, should they be able to understand information derived from complex reports? What degree of manual dexterity is needed? Does the applicant need to be mechanically minded?</p>	<p>Able to communicate effectively (orally and in writing)</p> <p>Ability to use IT technology</p> <p>Ability to maintain accurate records</p>	<input type="checkbox"/>	<p>Performance in related selection process.</p>
<p>8. Legal Requirements</p>			
<p>Are there any limitations or requirements imposed by statute that candidates must comply with, e.g. special qualifications, minimum age range etc.? Are there any "Genuine Occupational Qualifications" as defined in legislation which apply to this post?</p>	<p>Enhanced DBS Check for Regulated Activity</p>	<input type="checkbox"/>	<p>Application form and interview questioning and references.</p>