



JOB DESCRIPTION

Job Title:	Higher Level Teaching Assistant (Non-Supervisory)
Salary:	TPAT Point 6
Responsible to:	Headteacher, Teaching Staff & SENCO
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Parents/Carers, Governors, External Professional Bodies

Main Purpose of the Job:

- To take a pro-active role as a key member of a multi-disciplinary team in the support of pupils, teachers, the curriculum and the school.
- To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision.

Main Duties and Responsibilities:

Support for Teachers

- To assist the teacher in the planning of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned.
- As agreed with the teacher; produce lesson plans, worksheets, deliver learning activities, administer and invigilate examinations, observe, assess and mark, whilst promoting independent learning and making adjustments in accordance with pupils' needs.
- To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision.
- To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.
- To assist the teacher in the planning of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned.
- To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required.
- To meet with teachers, co-ordinators and SENCOs on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).

Support for the Curriculum

- To deliver local and national learning strategies (eg: literacy, numeracy, KS3, foundation stage, etc) and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the pupils to learn as effectively as possible.
- To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
- To encourage the use of ICT and advance pupils' knowledge of ICT during the lesson.
- To develop and update IEPs. To assess, monitor and record pupils' progress through IEPs, and make appropriate alterations to IEPs in order to ensure pupils' progress.
- To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities and giving consideration to specialist teaching aids.

Support for Pupils

- To build and maintain relationships that encourage pupils to interact and work co-operatively with others, promote independence, encourage social integration and individual development. Employ strategies which recognise and reward pupils' reinforcing pupils' self-esteem and to engage all pupils in learning activities.
- To assess, monitor and record pupils' progress, achievement, health, behaviour and general wellbeing and feedback any information to the teacher or Headteacher and as appropriate liaise with parents and carers.
- To contribute to the development of multi-agency approaches to supporting pupil.
- To supervise and manage pupils' behaviour promoting self-control and independence in accordance with the recognised behavioural standards and the school's established Discipline Policy ensuring an orderly and constructive environment for the class.

Support for the School

- To build and maintain relationships that encourage pupils to interact and work co-operatively with others, promote independence, encourage social integration and individual development. Employ strategies which recognise and reward pupils' reinforcing pupils' self-esteem and to engage all pupils in learning activities.
- To assess, monitor and record pupils' progress, achievement, health, behaviour and general wellbeing and feedback any information to the teacher or Headteacher and as appropriate liaise with parents and carers.
- To contribute to the development of multi-agency approaches to supporting pupils.
- To supervise and manage pupils' behaviour promoting self-control and independence in accordance with the recognised behavioural standards and the school's established Discipline Policy ensuring an orderly and constructive environment for the class.

General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To undertake mandatory training as required by the Trust;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.



PERSON SPECIFICATION – Higher Level Teaching Assistant (Non-Supervisory)

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>Attainment of GCSE's grade C/level 2 or above in English & Maths</p> <p>Meet the HLTA standards through completion of the recognised HLTA training and assessment routes</p>	Working towards attainment of a recognised teaching qualification	<p>Application</p> <p>Certificates</p>
Skills and Experience	<p>Good standard of practical knowledge, skills and experience of working with pupils within a learning environment</p> <p>Good listening & communication skills</p> <p>ICT skills – able to support learning through ICT</p> <p>Organisational skills</p> <p>Able to prioritise between different demands</p> <p>Able to work to deadlines</p> <p>Self-motivated, and able to work in a team</p>	Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups	<p>Application</p> <p>Interview</p> <p>Assessment</p>
Specialist Knowledge and Skills	<p>Working knowledge of implementing relevant learning programmes</p> <p>Knowledge of statutory frameworks relating to teaching</p> <p>Practical skills relating to planning and utilising individual learning programmes</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>	Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups	<p>Application</p> <p>Interview</p> <p>Assessment</p>
Behaviours and Values	<p>Effective team player</p> <p>Trust and Integrity</p>		<p>Application</p> <p>Interview</p> <p>Assessment</p>

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