



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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JOB DESCRIPTION

Job Title:	Teaching Assistant (Band 2)
Salary:	TPAT Point 4
Responsible to:	SENCO / Teaching Staff
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Parents/Carers, Professional Bodies & Visitors

Main Purpose of the Job:

- To take a pro-active role in the support of the educational, social and physical needs of the pupils;
- To support the curriculum and the school through the provision of high level assistance to the teacher in the practical organisation of class activities, undertaking group work and ensuring the welfare and development of pupils;
- To meet the needs of pupils with specific special educational needs, within an ARB or a mainstream setting.

Main Duties and Responsibilities:

- To assist individuals and groups of children in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the children to learn as effectively as possible;
- To establish supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem;
- To supervise an individual or small group of children within a class under the overall control of the teacher;
- Getting the classroom ready for lessons, assisting in preparing, using and maintaining relevant teaching resources, including wall displays and cleaning up classrooms after activities. To be responsible for monitoring the use of and maintaining an up-to-date inventory of all classroom materials and equipment, monitor stock levels of materials, check for missing and/or damaged equipment, and arrange for new supplies to be ordered as required;
- Helping teachers to plan learning activities and complete records;
- Helping children who need extra support to complete tasks;
- To support teachers in managing class behaviour, looking after children who are upset or have had accidents;
- Listening to children read, reading to them or telling them stories;
- To assist with lunch and break time supervision of children on a rota basis in accordance with the School's Policy for Playground Supervision;
- To accompany children on educational visits and outings as supervised by the Teacher;

- To assist with the assessment, monitoring and recording of children's progress, achievement, health, behaviour and general wellbeing and to feedback any to the Teacher or Headteacher as appropriate;
- To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information;
- To assess, monitor and record children's progress in relation to IEP's, and to feedback to the SENCO/Teacher with regard to children's progress and the success of IEP's, including making recommendations for alterations to improve the effectiveness of IEP's;
- To meet with the SENCO and/or other appropriate staff on a regular basis to discuss improvements to the teaching practices, delivery of the curriculum and progress and concerns regarding individual pupils;
- To administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures if trained;
- To carry out administrative tasks associated with all of the above duties as directed by the Teacher.

Optional Clauses:

(Applicable to Teaching Assistants supporting pupils with specific special educational needs within an ARB or a mainstream setting)

- To meet the mobility needs of the pupil assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training;
- To meet the needs of incontinent pupils;
- To meet the needs of pupils with emotional and behavioural difficulties. To control the pupil to prevent harm and disruption to the pupil or others, within the limits of the post holders training school policies and procedures.

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 School and Trust policies and procedures;
- To undertake mandatory training as required by the School / 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.

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PERSON SPECIFICATION – Teaching Assistant (Band 2)

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	Good levels of literacy and numeracy Qualified to NVQ Level 2 or equivalent in a relevant area or equivalent experience	Completion of the DfES Induction for Teaching Assistants CLANSA or Cornwall Certificate in SEN	Application
Skills and Experience	Experience of working & enjoy working with children Organisational skills Good communication skills Able to prioritise between different demands Able to work to deadlines Self-motivated, and able to work in a team	Experience of working with children in a school or similar environment	Application Interview Assessment
Specialist Knowledge and Skills	Knowledge of a particular area of the curriculum or children's needs (ie: early years, EBD, ALS, literacy, numeracy or ICT) Ability to build good working relationships with both pupils and adults Ability to manage groups of pupils and deal with challenging behaviour Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people Demonstrates an awareness, understanding and commitment to equal opportunities	Knowledge of a range of issues relevant to education and child development	Application Interview Assessment
Behaviours and Values	Flexibility & creativity Effective team player Trust and integrity Patience and a sense of humour Calm, kind & empathetic		Application Interview Assessment

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