



JOB DESCRIPTION

POST DETAILS

TITLE	Higher Level Teaching Assistant (Supporting and Delivering Learning) (Level 4)
SCHOOL	
LINE MANAGER	<i>Senior Leadership</i>
GRADE	E16 - E22

PURPOSE OF JOB

To compliment 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 of pupils achievement, progress and development.

To be 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. Staff at this level may undertake specified work with whole classes as part of the schools strategy to provide PPA time for teachers. This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

MAJOR RESPONSIBILITIES

To work under an agreed system of supervision/management to deliver learning and to be a specialist knowledge resource by:

- Leading the planning cycle under supervision
- Delivering lessons to groups/whole classes
- Managing other staff

DUTIES

Support the assigned teacher by:

- Organising and managing an appropriate learning environment and resources
- Within an agreed system of supervision, planning challenging teaching and learning objectives and evaluating and adjusting lessons/work plans as appropriate
- Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment

- Working 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 contributing to/leading meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing/marking tests and invigilating exams/tests
- Producing lesson plans, worksheets, plans etc.

Supporting pupils by:

- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupils' learning
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations for behaviour and learning
- Developing and implementing SEND School Based Plans
- Promoting the inclusion and acceptance of all pupils within the classroom
- Attending to the pupils' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. This includes administering medication and supporting pupils with specific medical conditions after having appropriate training.
- Supporting pupils consistently whilst recognising and responding to their individual needs
- Encouraging pupils to interact and work co-operatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress and achievement

Support the curriculum by:

- Delivering learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Delivering local and national learning strategies e.g. literacy, numeracy, KS3, early years and making effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Using ICT effectively to support learning activities develop pupils' competence and independence in its use
- Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advising on appropriate deployment and use of specialist aid/resources/equipment

Support the school by:

- Complying with assisting the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils

- Recognising own strengths and areas of expertise and using these to lead, advise and support others
- Delivering out of school learning activities within guidelines established by the school
- Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

To Undertake Line Management Responsibilities Where Appropriate by:

- Managing other teaching assistants
- Liaising between managers/teaching staff and teaching assistants
- Holding regular team meetings with managed staff
- Representing teaching assistants at teaching staff/management/other appropriate meetings
- Undertaking recruitment/induction/appraisal/training/mentoring for other teaching assistants

Date:

Signatures: Manager.....

Post holder.....

PERSON SPECIFICATION

TITLE Higher Level Teaching Assistant
(Supporting and Delivering Learning)
(Level 4)

SCHOOL

GRADE E

Category	Requirements	Essential/ Desirable	Method of Assessment ¹
Education/Training	Meet Higher Level Teaching Assistant standards or equivalent qualifications or experience	Essential	A
	Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Essential	A, I
	Training in relevant learning strategies e.g. literacy	Essential	A
	Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT, etc	Essential	A, I
Experience	Proven experience of working with children of relevant age in a learning environment	Essential	A, I
	Experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies e.g. National Literacy and Numeracy strategies, KS 3 strategy	Essential	A, I
	Experience, under appropriate supervision, of planning, preparing and delivering effective learning programmes	Essential	A, I
	Experience of using ICT and other technology to support learning	Desirable	A, I
	Experience of supervising the work of individuals or teams		

¹ Key for Method of Assessment
A – Application I – Interview

		Desirable	A, I
Knowledge	Full working knowledge of relevant policies/codes of practice/legislation	Essential	A, I
	Good working knowledge and understanding of child development and learning processes, and in particular, barriers to learning	Essential	A, I
	Understanding of statutory frameworks relating to teaching	Essential	A, I
Skills/Abilities	Ability to effectively use ICT and other technology to support learning	Essential	A, I
	Ability to organise, lead and motivate a team	Essential	A, I
	Ability to constantly improve own practice/knowledge through self-evaluation and learning from others	Essential	A, I
	Ability to relate well to children and adults, including other professionals/carers	Essential	A, I
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	Ability to demonstrate and promote good practice in line with the ethos of the school/organisation	Essential	A, I
	To work constructively as part of a team, to understand classroom roles and responsibilities and own position within these	Essential	A, I