

## Job Description

Job Title	Higher Level Teaching Assistant (Supporting and Delivering Learning) (Level 4)
Location	Landscore Primary School
Reporting to (job title)	Headteacher
Evaluated Grade E	Job Number G.0719

### Job Purpose including main duties and responsibilities:

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 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.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

### Main duties and 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

### 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 IEP's
- Promoting the inclusion and acceptance of all pupils within the classroom
- 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

This document outlines the duties for the time being to indicate the level of responsibility. It is not a comprehensive or exclusive list and the duties may be varied from time to time which do not change the general character to the job or the level of responsibility entailed.

## Person Specification

Attribute	Essential	Desirable	Method of Assessment
Experience	<ul style="list-style-type: none"> <li>• Proven experience of working with children of relevant age in a learning environment.</li> <li>• Experience of working with national programmes and strategies, e.g. national literacy and numeracy strategies.</li> <li>• Knowledge and compliance with policies and procedures relevant to child protection and health and safety.</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form (A)</li> <li>• Interview (I)</li> </ul>
Practical Skills	<ul style="list-style-type: none"> <li>• Ability to relate well to children and adults</li> </ul>		<ul style="list-style-type: none"> <li>• A/I</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Ability to fulfil all spoken aspects of the role with confidence and fluency in English</li> <li>• Communicates well with pupils, including those that may have special needs, to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• A/I</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Able to work effectively as a team</li> <li>• Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within these</li> </ul>		<ul style="list-style-type: none"> <li>• A/I</li> </ul>
Strategic Thinking			

Technology / IT Skills	<ul style="list-style-type: none"> <li>• Supporting the use of IT in learning activities and developing pupil's competence</li> <li>• Effective use of ICT and other specialist equipment and resources</li> </ul>		<ul style="list-style-type: none"> <li>• A/I</li> </ul>
Management of people	N/A		
Education and Training	<ul style="list-style-type: none"> <li>• NVQ 4 for Teaching Assistants or equivalent HLTA standards or experience</li> <li>• Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</li> <li>• Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE</li> <li>• Numeracy/literacy skills (at least equivalent to Level 2 of the National Qualifications Framework)</li> </ul>		<ul style="list-style-type: none"> <li>• A/I</li> </ul>
Professional Registration	N/a		Certificate/Registration
Equal Opportunities	Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations.		Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary		OH1
Other relevant factors	Commit and conform to DCC Customer Service Standards		