

JOB DESCRIPTION

School	Bowness Primary School
Job Title	Higher Level Teaching Assistant
Grade	F17 - 23
Primary Purpose of the Job	To assist the MAT, Headteacher, and staff in ensuring the School fulfils its primary purpose both effectively and efficiently
Responsible to	MAT and Headteacher
Principal Responsibilities	<ul style="list-style-type: none"> • Undertake work/care/support programmes to enable access to learning for pupils • Assist the teacher in the management of pupils and the classroom • Work under the instruction and guidance of senior/teaching staff to support the delivery of quality teaching and learning • Help raise standards of achievement for all pupils

Support for Pupils

1	Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
2	Establish productive working relationships with pupils, acting as a role model and setting high expectations.
3	Carry out appropriate intervention programmes, determined by the senior leadership team.
4	Promote the inclusion and acceptance of all pupils within the classroom.
5	Support pupils consistently whilst recognising and responding to their individual needs.
6	Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
7	Promote independence and employ strategies to recognise and reward achievement of self-reliance.
8	Provide the necessary pastoral care to enable children to feel secure and happy
9	Provide feedback to pupils in relation to progress and achievement.

Support for Teachers

1	Provide teaching cover for sickness absence and training including learning activities for individuals and groups of pupils, differentiating and adapting learning programmes to suit the needs of allocated pupils
2	Organise and manage appropriate learning environment and resources.
3	Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
4	Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.

5	Provide objective and accurate feedback and reports as required on pupil achievement progress and other matters, ensuring the availability of appropriate evidence.
6	Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
7	Work within the school's behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
8	Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement and develop constructive relationships
9	Administer and assess/mark tests and invigilate exams/tests.
10	Production of lesson plans, worksheet, plans etc.

Support for the Curriculum

1	Deliver learning activities to pupils within agreed systems of supervision/adjusting activities according to pupil response/needs.
2	Deliver local and national learning strategies e.g. English Maths, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
3	Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
4	Select and prepare resources necessary to lead learning activities, taking account of pupils' interest and language and cultural backgrounds.
5	Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

1	Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
2	Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
3	Contribute to the overall ethos/work/aims of the school.
4	Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
5	Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
6	Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
7	Deliver out of school learning activities within guidelines established by the school.
8	Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.
9	Improve one's own practice through training, self-evaluation, and performance management
10	Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher

Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people's strengths, aspirations and abilities and help to develop their potential.

Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage.

Developing Self and Others - Ability to critically analyse self and others in order to access relevant training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. To support others' learning and share learning with others.

Person Specification		
Criteria	Qualities	
Qualifications	GCSE English and Maths at Grade 4/C and above	Essential
	Minimum Teaching Assistant Level 3 qualification or equivalent	Essential
Experience and Knowledge	Proven successful experience of working with children in an educational setting to at HLTA level	Essential
	Proven experience/methods of improving outcomes for children worked with	Desirable
	Understand the importance of lesson planning, IEPs and learning objectives to contribute to learning	Desirable
	Knowledge and understanding of the importance of the school's Health and Safety policy	Essential
	Understanding of and commitment to work within the scope of the Trust's equal opportunities policy	Essential
Skills and abilities	Ability to work as part of a team	Essential
	Ability to communicate effectively with a range of people	Essential
	Excellent listening skills	Essential
	Well organised and practical	Essential
	Ability to diffuse conflict	Essential
	Adaptable and flexible	Essential
	Calm under pressure	Essential
	Ability to form and maintain a range of Teaching and Learning strategies	Essential
	Ability to form and maintain appropriate professional relationships and boundaries with children and parents	Essential
	Ability to organise and deliver classroom activities	Essential
	Ability to implement a range of Teaching and Learning strategies	Essential
	Ability to deal with sensitive information in a confidential manner	Essential
	Prompt and reliable	Essential
	Prepared to undergo training appropriate to the post	Essential
	Work in line with the Trust's behaviour policy	Essential
	Work within the guidelines of the Safeguarding Children and Young People's policy	Essential

	Willingness to attend and participate in meetings to review pupil progress	Essential
	Ability to monitor and evaluate pupil performance	Essential

This Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure from the Disclosure and Barring Services.

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.