

## Job Description

**POST:** Higher Level Teaching Assistant

**RESPONSIBLE TO:** Assistant headteacher and Headteacher

**SALARY:** Scale 5 £22,183.00 to £24,491 (£11.50 to £12.69 per hour) pro rata

Terms and Conditions as set out by Community Academies Trust

**LOCATION:** Windmill Primary School

**WORKING PATTERN:** 8:30am-3:20pm Term time only plus 5 days

**DISCLOSURE LEVEL:** Enhanced

### KEY RELATIONSHIPS:

Work under the instruction/guidance of the Assistant Headteachers, to support pupils and teachers in learning activities, following plans set by the teachers. HLTAs are expected to take responsibility for whole classes whenever required, often without the support of a Cover Supervisor. HLTAs should attend staff meetings with teachers and adhere to key teaching and learning policies, including the assessment policy.

### RESPONSIBLE FOR:

#### Support for pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Support pupils in use of technology

#### Support for teachers

- Organise and manage an appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within the Behaviour Policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheets, plans

### **Support for the curriculum**

- Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies, e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

### **Support for the school**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

### **Playtime Supervision**

- To work in accordance with the school behaviour policy
- Duties will include:
  - Promoting pupils' enjoyment of playtime by leading and encouraging play activities outside or in the classrooms (wet play)
  - Supervision of the pupils in the playground areas and school premises and may include ancillary associated duties (e.g. cleaning up as necessary any spillage, accidents, sickness; ensuring tables are clean; helping children to become independent; etc)
  - Ensuring the maintenance of good order and discipline

### **Appraisal**

The post holder is required to participate in arrangements made for the appraisal of his/her performance.

## **Discipline, health and safety**

The post holder is required to maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

## **Working time**

- HLTAs are required to attend a staff briefing at 8:30am each morning
- They are then required to go immediately to the classroom they are working in to communicate with colleagues and prepare for the children's arrival.
- HLTAs' working time is flexible, apart from required hours of 'contact' time during normal class / nursery hours. In the time outside of 'contact' time, when necessary, HLTAs are required to:
  - Plan learning activities
  - Liaise with class teachers and other colleagues
  - Mark/assess pupil work according to the school's Assessment Policy
- The job description allocates duties and responsibilities. It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so constructed.

## **Work/Life Balance**

A reasonable work/life balance is supported by the school. There is flexibility within the staff absence policy to allow staff discretionary paid or unpaid leave on written request.

## **Safeguarding Children**

CAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Head of Human Resources. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

## **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## Person Specification

### Our Values and Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

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Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal wellbeing.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures our schools are among the best in the country.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience</li> <li>• Excellent numeracy/literacy skills - equivalent to NVQ Level 2 in English and Maths</li> <li>• Training in relevant learning strategies, e.g. literacy</li> <li>• Specialist skills/training in the curriculum or learning area, e.g. bilingual, sign language, ICT</li> <li>•</li> </ul>	
<b>Experience, Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Confident use of technology (computers, displays, audio/visual equipment, photocopiers, cameras)</li> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Working knowledge of the National Curriculum and EYFS Curriculum</li> <li>• Understanding of principles of child development and learning processes</li> <li>• Understanding of statutory frameworks relating to teaching</li> <li>•</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to organise, lead and motivate other adults</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

Signed:.....

Date:.....