



St James' Senior School

Job Description and Person Specification

Higher Level Teaching Assistant (HLTA)

Job Description

Our whole school is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment.

Post title:

Higher Level Teaching Assistant (HLTA)

Work Pattern:

Full Time, Term Time Only, 8:30 am to 4:30 pm

Salary:

From 22k to 40k per annum (based on experience and skill sets)

Responsible to:

Headteacher

Main Responsibilities:

Supporting the 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
- Develop and implement Individualised Education Plans
- 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 co-operatively 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.

Supporting the Teacher

- Organise and supervise appropriate learning environment and resources
- Within an agreed system of supervision, to plan challenging teaching and learning objectives using quality first teaching approaches
- Monitor and evaluate pupil responses to learning activities through a range of predetermined assessment and monitoring strategies against given 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, providing effective feedback to the teacher
- Work within an established 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 etc.
- Administer and assess/mark tests and invigilate exams/tests where required - Production of lesson plans, worksheet, plans etc.

Supporting the School

- Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting 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
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Undertake planned supervision of pupils' out of school hours learning activities including being responsible for clubs, workshops and organised external events such as sports competitions etc.
- Supervise pupils on visits, trips and out of school activities as required
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

Support for the Curriculum

- Deliver pre-determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver high quality lessons in line with the school's curriculum
- 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
- To provide whole class cover either planned or unplanned including PPA in the absence of the class teacher.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to implement learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

This list is not intended to be exhaustive, and you may be required to undertake other comparable duties as the school requires from time to time.

Monitoring, Assessment, Recording, Reporting, and Accountability	<ul style="list-style-type: none"> • To maintain a record of progress. • To contribute towards reports for annual reviews and outside agency assessments.
Professional Standards & Development	<ul style="list-style-type: none"> • To be a role model to pupils through personal presentation and professional conduct. • To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work. • To be familiar with and support all the School's policies. • To establish effective working relationships with professional colleagues and associate staff. • To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures. • To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare. • To be aware of the role of the Governing Body of the School and to support it in performing its duties. • To be familiar with and implement the relevant requirements of the current SEN Code of Practice. <p>To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:</p> <ul style="list-style-type: none"> • have SEN; • are gifted and talented; • are not yet fluent in English. • To uphold the school's core values.

Person Specification

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

	Essential	Desirable	Method of assessment
Qualifications:	NVQ Level 2 or above in English/literacy and maths/numeracy A teaching assistant qualification or the equivalent gained through experience.	Further qualifications with regard to child protection and/or SEN.	Contents of the Application Form Interview Professional references

Experience:	Experience of dealing with children aged 11+, preferably within an educational context.	Recent experience of working in education. Experience of working with children with special educational needs.	Contents of the Application Form Interview Professional references
Skills:	An ability to communicate effectively both orally and in writing. An ability to devise and implement a range of strategies to support learning and enjoyment of learning. Good literacy and numeracy skills.		Contents of the Application Form Interview Professional references
Knowledge:	Knowledge of various special educational needs.		Contents of the Application Form Interview Professional references
Personal competencies and qualities:	A genuine enthusiasm for working with children. A commitment to overcoming barriers to learning. An ability to inspire confidence. A positive attitude. An ability to strike a good professional rapport with children, staff and parents. Being a positive role model. To be flexible to the needs of the students.		Contents of the Application Form Interview Professional references