

Job Description and Person Specification

Higher Level Teaching Assistant Level 1

Job details	
Job title	Higher Level Teaching Assistant Level 1
School	Terrington St Clement Community School
Grade	Scale F
Responsible to	Responsible to the Headteacher or a Senior Teacher. Works to and with a qualified teacher on a day-to-day basis.
Responsible for	
Effective date	September 26

Role and context
Job purpose - Under the guidance of teaching/senior staff, take responsibility for work with individuals/ groups/ whole classes to complement agreed programmes of work, which includes pupils with SEND and those requiring more specialist support. This may involve planning, preparing, delivering, monitoring, and assessing learning activities alongside considering pupils needs. - To enable access to learning for pupils and management of pupils and the classroom, which includes behaviour issues. - To support and manage behaviour issues and promote appropriate behaviours in all aspects of school life. - Support pupils needing specific care that requires detailed and specialist knowledge in particular areas and agree with the teacher the planning cycle and the management/preparation of resources. - Supervise the whole class on a short-term basis to cover short-term unplanned or planned teacher absence. - Undertake the job description of a Teaching and Learning Support Assistant Level 3 but with a higher level of expertise, experience, freedom, and initiative. - Providing direction and support to the Teaching and Learning Support Assistants. Other Job Information (e.g. any special factors or constraints) - Liaise with teachers, other support staff, professionals, parents/carers, visitors and volunteers. - Work may be carried out in the classroom or other teaching areas. - Understand responsibilities and carry out work in line with the Higher-Level Teaching Assistant standards and regulations published by the Department for Education and National Employers.

Principal Accountabilities: Accountability in no order of importance. All elements are fundamental to and contribute to the effective undertaking of the role
Support for pupils
Attend to the personal and social needs of individual pupils, including any special requirements, such as administering of first aid/ medicine, programmes of care including intimate care.
Develop and implement agreed support plans including EHCPs, for pupils with specific needs, disabilities, and conditions.
Set high expectations for pupils to interact and co-operate, with the inclusion and acceptance of all pupils.
Supervise and provide support for all pupils, including those with special needs and disabilities, ensuring their safety, access to learning activities, use of equipment and IT resources.
Assess the needs of pupils and implement agreed learning activities/ teaching programs, adjusting activities according to pupil responses/needs.
Contribute to and employ agreed strategies to recognise and reward progress and achievement, independence, and self-reliance, providing feedback to pupils.
Manage pupil behaviour, reporting difficulties as appropriate.
Promote positive values, attitudes, and good behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour.
Support for the teacher
Responsible for the preparation, maintenance and use of the equipment/resources required to meet the lesson plans/ learning activity of individuals particularly those with SEND/ an EHCP.
Contribute to the creation, planning, maintenance, implementation, and evaluation of learning in a supportive learning environment in line with lesson plans and outcomes.
Responsible for monitoring and evaluating pupils' responses to learning activities through observation and planned recording of achievement and progress, against pre-determined learning objectives, and advise the teacher on appropriate deployment and use of specialist aids/ resources and equipment.
Undertake marking of pupils' work in line with school policy, complete record keeping and accurately record achievement/progress as requested.
Work with identified groups or individuals to deliver established programmes and specialist support.
Organise and administer routine tests and invigilate exams.
Liaise sensitively and effectively with parents'/carers/ agencies/ professionals as agreed with the teacher within your role/responsibility.
Support for the school
All pupil and teacher support should comply with all school policies and procedures, statutory guidance, appropriate specialist advice and consider the individual child's needs, particularly in relation to child protection, health and safety and security, confidentiality, and data protection. All concerns should be reported to an appropriate person. Assist with the development of these school policies and procedures.

Attend and participate in meetings, training, learning activities and reflect on own strengths and use these to advise and support others and assist in the supervision, training, and development of staff to inform continuing professional development training.

Supervise pupils out of lesson times/out of school hours, including before and after school and supervise pupils on visits, trips and out of school activities as required.

Responsible for keeping and updating records as agreed with the teacher, and contributing to reviews of systems/ records as requested.

Set up feedback sessions/meetings with parents/ professionals as directed.

Person specification	
Essential	Desirable
Qualifications	
• Excellent numeracy/literacy skills- GCSE grade C/4 or above. • NVQ level 3 teaching assistant qualification or equivalent demonstrated experience. • Working towards level 4 higher level teaching assistant qualification or equivalent demonstrated experience. • First aid training/training in dealing with specific conditions or specific medical procedures.	• NVQ level 4 higher level teaching assistant qualification or equivalent demonstrated experience. • Qualification in a specialist skill, e.g. sign language, IT, another language.
Experience	
• Experience of working with or caring for children of the relevant age in a learning environment	
Skills/knowledge	
• Effective in the use of IT and other technology to support learning. • Full working knowledge of relevant policies/codes of practice and legislation. • Experience of implementing national curriculum and other learning programmes relevant to role • Good understanding of child development and learning. • Relates well to children and adults. • Can self-evaluate learning needs and actively seek learning opportunities to improve own practice/ knowledge. • Works constructively as part of a team and able to direct Teaching and Learning Support Assistants where appropriate.	• Knowledge or training in a specialist skill, e.g. sign language, IT, another language.

General information

- The job descriptions detail the main outcomes required and should only be updated to reflect major changes that impact on the outcomes of the job.
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.