

Higher Level Teaching Assistant

Post Title:	Teaching Assistant
Grade:	Bexley 08
Hours:	To be agreed with Principal but up to 32.50
Responsible to:	Teacher / Senior Staff

Main purpose of the role

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. Monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Major Duties and Responsibilities:

- Complement the professional work of teachers in ensuring pupils' continuing educational development by use of specialist skills/training/experience and through establishing constructive relationships. Develop and implement Individual Education/Behaviour Plans
- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Monitor and evaluate pupils responses to learning activities through observation and planned recording of activities so that pupils receive the maximum benefit from their education
- Produce lesson plans, worksheets etc., organise and manage learning environment and resources advising on the appropriate deployment and use of specialist aid/resources and equipment
- Plan teaching and learning objectives, evaluate and adjust such plans to fostering attractive learning environments to ensure that pupils spend their school life in stimulating surroundings

Job Activities

- Support pupils consistently whilst recognising and responding to their individual needs ensuring their safety and encourage pupils to interact with others and to engage in activities. Supervise and assist with any toileting/medical needs as required
- Promote independence and employ strategies to recognise and reward achievement of self-reliance, providing feedback to pupils in relation to progress and achievement
- Establish productive working relationships with pupils, and interact with them according to individual needs, promoting the inclusion/acceptance of all pupils
- Acting as a role model and setting high expectations
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Within an agreed system of supervision, plan and deliver challenging teaching and learning objectives to pupils, evaluating and adjusting activities/lessons/work plans as appropriate and according to pupil responses/needs
- Record progress on pupil achievement in lessons/activities systematically ensuring the availability of appropriate evidence. Provide objective and accurate feedback, evidence and reports on the range and level of progress and attainment
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Administer and assess/mark tests and invigilate exams/tests
- 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
- 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
- Contribute to the overall ethos/work/aims of the school and the Trust
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Assist pupil achievement by monitoring learning against learning outcomes, informing the teacher of progress / problems
- Support the use of IT as a tool to enable learning
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- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- 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
- Liaise between managers/teaching staff and teaching assistants. Represent teaching assistants at teaching staff/management/other appropriate meetings

PERSON SPECIFICATION

The candidate appointed as the Higher Level Teaching Assistant will meet the following Person Specification. During the selection process that will be informed by the application, interview and references, the Amadeus Primary Academies Trust will look for evidence of compliance.

Category	Essential	Desirable
Qualifications and Experience		
Good numeracy and literacy skills	✓	
DfES Teacher Assistant Induction Programme		✓
HLTA qualification or equivalent	✓	
Training in the relevant learning strategies, e.g. literacy		✓
First Aid Training as appropriate	✓	
Professional knowledge, skills and competences		
Effective use of ICT to support learning	✓	
Use of other equipment technology – video, photocopier	✓	
Basic understanding of child development and learning	✓	
Ability to self-evaluate learning needs and actively seek learning abilities	✓	
Ability to relate well to children and adults	✓	
Work constructively as part of a team	✓	
Understanding of relevant policies/code of practice and awareness of relevant legislation		✓
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies		✓
Experience of supporting children with special educational needs		✓
Experience		
A minimum of two years' experience of working with children preferably in an education setting	✓	
Understanding of behaviour management strategies		✓
Personal Characteristics		

Quick learner	✓	
Commitment to safeguarding having due regard for Keeping Children Safe in Education	✓	
Attention to detail	✓	
Ability to prioritise and manage own time effectively	✓	
Ability to work under pressure and to challenging deadlines	✓	
High integrity and openness	✓	
Ability to resolve complex problems independently	✓	
Ability to be reflective and self-critical	✓	
Flexibility, creativity and the ability to think laterally	✓	
A belief that everyone can benefit from, and has an entitlement to high quality educational opportunities	✓	
Commitment to high standards and expectations, best value and continuous improvement	✓	
Ability to effectively engage with students, parents, the wider community and other stakeholders	✓	