

**ST. HELENS COUNCIL**

**EDUCATION AND LEISURE SERVICES DEPARTMENT**

**JOB DESCRIPTION**

POST:	Higher Level Teaching Assistant (Level 4)
POST NUMBER:	
GRADE:	SCP. SO1: Pt 29-31
RESPONSIBLE TO:	Teaching Staff
RESPONSIBLE FOR:	Support Staff, Pupils, Resources
PURPOSE:	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 and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

**DUTIES and RESPONSIBILITIES:**

**1. SUPPORT FOR THE PUPIL**

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupil learning
- Establish productive working relationships with all pupils, acting as a role model and setting high expectations
- Develop and implement IEP's
- 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

**2. SUPPORT FOR THE TEACHER**

- Organise and manage 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 provide evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
- Supporting the role of parents in pupil's 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

- Production of lesson plans, worksheet, plans etc.

### **3. SUPPORT FOR THE CURRICULUM**

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 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
- 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 pupil's interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

### **4. 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

### **5. LINE MANAGEMENT RESPONSIBILITIES**

- Manage a team of teaching assistants, inclusive of central liaison point and deployment of resources
- Ensure effective team communication, teaching assistant induction, development and appraisal
- Contribute to the school senior management team as required
  
- To comply with the Data Protection Act and School policies and procedures
  
- To comply with the School's Health and Safety Policy and associated safe working procedures and guidelines.
  
- To comply with the School's Comprehensive Equality Policy and to ensure that it is implemented within the service area of the post.
  
- To comply with the School's Data Protection Policy and Code of Practice within the service area of the post.

### **6. ADDITIONAL SPECIFIC RESPONSIBILITIES**

- The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time. Reviewed on an annual basis through the Professional Development Review.

- To act as a lead member and be part of the schools safeguarding/child protection team, under the guidance and direction of the Designated Safeguarding Officer.
  1. To be member of and attend School Leadership Meetings
  2. To attend and represent the school in all levels of safeguarding meetings
  3. To maintain systems and paperwork to support meetings
  4. to feedback and inform school safeguarding team on a regular basis
  5. To monitor class pastoral books with a member of the leadership team
  6. To identified, support and monitor vulnerable learners attendance
  7. To support and monitor anti bullying logs and interventions
  8. To support and advise on positive behaviour support as part of a team
  9. To monitor and support identified learners/families in safe use of the internet
  
- Under the supervision of a Senior Leader responsible for parents/carers and the wider community:
  1. To be a known point of contact within school for all families
  2. To offer a supporting service between families and other outside agencies
  3. Advocate for families through future life plans and other related issues
  4. To attend appropriate meetings in order to support families and the school
  5. Support the child and where appropriate the family through safeguarding issues under the direction of the Designated Safeguarding Officer.
  6. To attend appropriate and relevant training in order to develop the role and be the forefront of changes.

The post is subject to Enhanced Disclosure.

This post is not Politically Restricted in accordance with the Local Government and Housing Act 1989.

The details contained within this job description reflect the content of the job at the date it was prepared. However it is inevitable that, over time, the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the Council will expect to revise this job description from time to time and will consult the postholder/s at the appropriate time.

Date Prepared: November 2017

ATTRIBUTES	HIGHER LEVEL TEACHING ASSISTANT (LEVEL 4)	PLEASE DENOTE E = Essential D = Desirable	PLEASE INDICATE WHERE CRITERIA WILL BE MEASURED EG: INTERVIEW = I APPLICATION FORM = AF PRESENTATION = P REPORT = R INTRAY EXERCISE = IE
<b>KNOWLEDGE</b>	<p>Advanced understanding of the national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.</p> <p>Understanding of principles of child development, learning styles and independent learning</p> <p>Minimum 3 years experience of working with children in a special educational needs setting (within specified age range/subject area)</p> <p>Working knowledge of relevant policies/codes of practice/legislation</p> <p>Understanding of statutory frameworks relating to teaching and learning</p> <p>Understanding of inclusion, especially within a school setting</p> <p>Experience of resources preparation to support learning programmes</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>AF</p> <p>AF</p> <p>AF</p> <p>AF</p> <p>AF</p> <p>AF</p> <p>AF</p> <p>AF</p>
<b>SKILLS AND ABILITIES</b>	<p>Ability to work effectively within a team environment, understanding classroom roles and responsibilities</p> <p>Ability to build and maintain effective working relationships with all pupils and colleagues</p>	<p>E</p> <p>E</p>	<p>P</p> <p>P</p>

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	<p>Ability to demonstrate, lead and motivate a team of staff, ensuring effective communication and deployment</p> <p>Ability to contribute to the School Senior Management Team</p> <p>Ability to promote a positive ethos and role model positive attitudes</p> <p>Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate</p> <p>Ability to adapt own approach in accordance with pupil needs</p> <p>Ability to continually develop and extend own working practices</p> <p>Excellent numeracy and literacy skills</p> <p>Effective use of ICT to support learning</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>P</p> <p>P</p> <p>P</p> <p>I</p> <p>I</p> <p>I</p> <p>AF</p> <p>AF</p>
QUALIFICATIONS AND TRAINING	<p>Attainment of HLTA status via Assessment Only or Full Training Route</p> <p>NVQ III or equivalent in teaching assistance</p> <p>Willingness to participate in relevant training and development opportunities</p>	<p>E</p> <p>E</p> <p>E</p>	<p>AF</p> <p>AF</p> <p>I</p>

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	<p>Training in the literacy/numeracy strategy</p> <p>Training in special educational needs strategies</p> <p>Willingness to undertake appointed person certificate in first aid administration</p>	<p>E</p> <p>D</p> <p>E</p>	<p>AF</p> <p>AF</p> <p>AF</p>
<b>PROFESSIONAL VALUES AND PRACTICE</b>	<p>Must be able to demonstrate all of the following:</p> <p>High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements</p> <p>Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners</p> <p>Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work</p> <p>Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to see help and advice</p> <p>Able to liaise sensitively and effectively with parents and carers recognising role in pupils' learning</p>	<p>E</p>	<p>I/P</p>

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	<p>Able to improve their own practice through observations, evaluation and discussion with colleagues</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</p>	E	I/P
<b>OTHER CIRCUMSTANCES</b>	An ability to fulfil all spoken aspects of the role with confidence through the medium of English.	E	I

*Date Prepared: November 2017*