# Job Profile

## Higher Level Teaching Assistant
## Grade G (scp 26-29)

**School: Swalwell Primary School**

**Line Manager: Rachel Hocking**

**Job 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

**The key roles of this post will generally include:**

**1. Providing support for pupils by**

1. Assessing the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
2. Establishing productive working relationships with pupils, acting as a role model and setting high expectations
3. Developing and implementing IEPs
4. Promoting the inclusion and acceptance of all pupils within the classroom
5. Supporting pupils consistently whilst recognising and responding to their individual needs
6. Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promoting independence and employ strategies to recognise and reward achievement of self-reliance
8. Providing feedback to pupils in relation to progress and achievement

**2. Providing support for the teacher by**

9. Organising and managing appropriate learning environment and resources
10. Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
11. Monitoring and evaluating pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
12. Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
13. Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
14. Working within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
15. Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
16. Administering and assess/mark tests and invigilate exams/tests
17. Production of lesson plans, worksheet, plans etc.

**3. Providing support for the Curriculum by**

18. Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
19. Delivering 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
20. Using ICT effectively to support learning activities and develop pupils' competence and independence in its use
21. Selecting and preparing resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
22. Advising on appropriate deployment and use of specialist aid/resources/equipment

**4. Providing support for the school by**

23. Be committed to the safeguarding and promotion of the welfare of children and young people.
24. Complying with and assisting with the development of policies and procedures relating to child protection, behaviour, anti bullying, anti racism, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
25. Being aware of and supporting difference and ensure all pupils have equal access to opportunities to learn and develop
26. Contributing to the overall ethos/work/aims of the school
27. Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
28. Taking the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
29. Recognising own strengths and areas of specialist expertise and use these to lead, advise and support others
30. Delivering out of school learning activities within guidelines established by the school
31. Contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
32. Such other responsibilities allocated which are appropriate to the grade of the post

**5. Line Management Responsibilities Where Appropriate**

33. Manage other teaching assistants
34. Liaise between mangers/teaching staff and teaching assistants
35. Hold regular team meetings with managed staff
36. Represent teaching assistants at teaching staff/management/other appropriate meetings
37. Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

## Knowledge and Qualifications

### Essential

Knowledge of:

- The effective use of ICT to support learning – computer, video, photocopier
- Good understanding of the principles of child development and learning processes
- Working knowledge of national/foundation stage curriculum and other basic learning programmes / strategies
- Working with SEND children with moderate to severe needs.

Qualifications:

- Meet the Higher Level Teaching Assistants Standards or equivalent qualification
- Training in relevant learning strategies and specialist training. skills in a particular curriculum or learning area

Experience of:

- Working with children of relevant age
- Implementing national / foundation stage curriculum and other relevant learning programmes / strategies
- Planning effective actions for pupils at risk of underachieving

### Desirable

Knowledge of:

- First aid
- Understanding of relevant legislation/codes of practice relating to child protection

Qualifications:

- NNEB or STA (Primary) or Specialist Degree (Secondary)
- Full first aid qualification

Experience of:

- Clerical duties, report writing
- Supervising small groups of children
- Managing employees