

Higher Level Teaching Assistant

JOB DESCRIPTION AND PERSON SPECIFICATION

Location

Pakefield High School

Salary

Scale F
Starting at point 12 (£19,327)
37 hours per week
Term Time plus one week (39 weeks per year)

Hours of Work

Monday – Thursday 8.00am – 4.10pm
Friday 8.00am – 3.40pm
40 minute lunch

Core 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 to individuals/groups or short term to whole classes.
- SEND Interventions
- Health Care Plan Compliance
- Monitoring, assessing individual/groups of students or short term to whole classes.
- To lead a team of teaching assistants.
- To assess recommended students for examination access arrangements, in accordance with JCQ guidelines.

Reporting Lines

- Responsible to the Special Educational Needs Co-ordinator. Works to and with qualified teachers on a day to day basis.
- Responsible for line management for a group of Teaching Assistants.
- Significant contact with students and collaboration with teachers, other support staff, health and education specialists, parents, visitors and volunteers.

Key Responsibilities

- Undertakes duties of a Higher Level Teaching Assistant at NVQ 3 level to a higher level of expertise and experience, able to undertake or contribute to the development of strategies and policies and able to work with greater freedom and initiative.
- Assesses identified students for examination access arrangements, in accordance with JCQ guidelines; organises TAs for scribes/readers etc.; organises exam invigilation.
- To act as line manager for a group of Teaching Assistants to regularly monitor, review and support their work. This role to include management of the staff appraisal process.
- Oversees the day-to-day operation of TAs, including cover, and carries out return-to-work meetings.

Support for Students

- Identify the needs of students and use detailed knowledge and specialist skills to support learning.
- Deliver academic support to individuals or small groups of targeted students.

Support for Teachers

- Take responsibility for organising and managing appropriate learning environments and resources.
- Responsible for recording progress and achievement in lessons/activities.
- Follow the school's behaviour policy.
- Organises timetables for Teaching Assistants and allocates TA support for trips.

Support for Curriculum

- Uses ICT effectively for learning activities and developing students' competence and independence in its use. Able to select and prepare the necessary resources to teach learning activities.
- Takes responsibility for advising on the appropriate deployment and use of specialist aids/resources/equipment.

Support for the School

- Assists with the development of school policies and procedures relating to child protection, SEN, health safety and security, confidentiality and data protection.
- Participating and assisting in multi-agency approaches to support students.
- Takes responsibility for the provision of out of school learning activities within guidelines established by the school.
- To undertake other similar duties and activities within the grade and scope of the post as directed by the Head of School.

Other Opportunities

- Play an active role in academy life and make a positive contribution to the ethos of the academy.
- Actively participate in whole academy CPD.

- Perform additional duties and tasks required for the effective operation of the academy.

Variations

- As a member of the staff of the school the post holder must respect confidentiality and act at all times in the interests of the good name of the school and the health, well-being and good progress of its students. Staff must also display personal standards at work and in the local community that are fitting for a person associated with the education of young people.
- Undertake other duties; to commensurate to the post holder's abilities, position and grade, as requested by the line manager, of a similar nature to those listed above, even if not individually itemised.
- Support the needs of the academy, taking into account individual strengths and areas for development, by accepting adjustments to the exact remit following annual job description review.
- Understand that the duties specified above are therefore neither exclusive nor exhaustive and may change over time.

This job description will be reviewed a least once per year and may be subject to amendment or modification at any time after consultation with the postholder.

It is not a comprehensive statement of procedures and tasks, but sets out the general expectations of the school in relation to the postholder's responsibilities and duties.

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • 5 GCSEs A*-C including English and Maths or equivalent NVQ Level 2 • NVQ Level 3 or equivalent in a relevant subject • HLTA Status (it is essential that Higher Level Teaching Assistants are assessed against and meet the HLTA standards) 	<ul style="list-style-type: none"> • Qualified Teacher Status • Appropriate first aid training • Certificate of Psychometric Testing, Assessment and Access Arrangements (CPT3A) or equivalent.
Experience	<ul style="list-style-type: none"> • Significant experience of working with children in an education setting • Experience of delivering evidence based interventions that accelerate learning 	<ul style="list-style-type: none"> • Experience in a relevant specialism e.g. Art/Music/Sport/Autism/Dyslexia • Experience working with a range of staff at all levels
Knowledge and Technical Skills	<ul style="list-style-type: none"> • Good understanding of children / young people's development and learning processes Understanding of individual children and young peoples' needs • An understanding that children / young people have differing needs and knowledge of inclusive practice • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe • Good written and verbal communication skills: able to communicate effectively and build good relationships with all teachers, children, young people, families and carers • Solution focussed with the ability to be creative in response to challenging situations • Able to work independently without direct supervision. • Able to encourage students to learn and inspire a good work ethic • Has high expectations and aspirations for all students. • Able to challenge student behaviour and challenge underperformance. 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection and Health & Safety legislations and procedures • Understanding of statutory frameworks relating to teaching • Able to interpret a variety of data.

Skills and Personal Attributes	<ul style="list-style-type: none"> • Excellent interpersonal and organisational skills • Able to work constructively as part of a team, understanding classroom roles and responsibilities, and one's own position within the team. • Enthusiastic and flexible • Supportive, patient and non-judgemental 	
Equal Opportunities	<ul style="list-style-type: none"> • A demonstrable commitment to support and promoting safeguarding, student welfare, equality and diversity 	
Safeguarding	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice 	
Other Requirements	<ul style="list-style-type: none"> • Enhanced DBS clearance • Committed to safeguarding young people and supporting their wellbeing • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Emotional resilience in working with challenging behaviours and attitudes • An empathy for equality & diversity 	

Clarion Academy Trust is committed to safeguarding and promoting the welfare of children and young people across its schools and expects all staff and volunteers to share this commitment. The successful applicant will be required to complete an enhanced DBS, and have checks carried out with previous employers. We are an equal opportunities employer.