

Job Description

Post Title:	Teaching Assistant 4 (Higher Level Teaching Assistant)	Post No:	JD55
Department:	C&YPS	Grade:	BEX08
Responsible to:	Senior Leadership		
Responsible for:	Other Teaching Assistants		
Functional links with:	Pupils, Teachers, Parents, Carers, other agencies / professionals other school staff		

Main purpose of the job:

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.

Major Duties and Responsibilities:

1. 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.
2. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
3. 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.
4. 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.
5. 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
6. Manage other teaching assistant undertaking recruitment, induction, training and mentoring.

Resources: None

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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.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- 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.
- Hold regular team meetings with managed staff.
- Represent teaching assistants at teaching staff/management/other appropriate meetings.

Signed by:	Post holder:	Date:
	Line Manager:	Date:
	Job Assessor: <i>(if required)</i>	Date:

Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <input type="checkbox"/> Meet Higher Level Teaching Assistant standards or equivalent qualification or experience. <input type="checkbox"/> Excellent Numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths. <input type="checkbox"/> Training in relevant learning strategies e.g. literacy 	<ul style="list-style-type: none"> <input type="checkbox"/> Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.
Experience	<ul style="list-style-type: none"> <input type="checkbox"/> Experience working with children of relevant age in a learning environment. 	
Knowledge and Skills	<ul style="list-style-type: none"> <input type="checkbox"/> Use ICT effectively to support learning. <input type="checkbox"/> Full working knowledge of relevant policies/codes of practice/legislation. <input type="checkbox"/> Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies. <input type="checkbox"/> Good understanding of child development and learning processes. <input type="checkbox"/> Ability to organise, lead and motivate a team. <input type="checkbox"/> Constantly improve own practice/knowledge through self-evaluation and learning from others. <input type="checkbox"/> Ability to relate well to children and adults. <input type="checkbox"/> Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of statutory frameworks relating to teaching.

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