



The
**Kingfisher
School**

HIGHER LEVEL TEACHING ASSISTANT JOB DESCRIPTION

**Term Time only
VTG9 Scale Point 26-29**

Post: Higher Level Teaching Assistant

Line Managed by: Assistant SENCO

Responsible to: Assistant SENCO

Key Outcomes:

- To contribute to a wide range of teaching and learning activities and to assist and support the work of qualified teachers. To work within the statutory frameworks relevant to the role.
- To advance students' learning in a range of classroom settings and assist in raising standards for the able and more able students. This will necessitate working with individuals, small groups and whole classes where the assigned teacher is not present.

Specific responsibilities include:

- To support students' learning and to contribute effectively and with confidence to the classes in which you are involved.
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes (provide PPA cover).
- To be familiar with the academy curriculum, the age-related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.
- To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme.
- To use ICT to advance students' learning, and use common ICT tools for personal and students' benefit.
- To adopt a range of strategies, in line with the academy's policy and procedures, to establish a purposeful learning environment and to promote good behaviour.
- To demonstrate and promote the positive values, attitudes and behaviour you expect from the students you work with.
- To monitor students' participation and progress, providing feedback to teachers, and giving constructive support to students as they learn.
- To have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
- To plan and use clearly structured teaching and learning activities, to interest and motivate students and advance their learning.

- To build and maintain successful relationships with students, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- To work collaboratively with colleagues, knowing when to seek help and advice.
- To contribute effectively to teachers' planning and preparation of lessons.
- Working within a framework set by the teacher, to plan your role in lessons including how to provide feedback to students and colleagues on students' learning and behaviour.
- To contribute to the planning of opportunities for students to learn in out-of-school contexts, in accordance with school policies and procedures (e.g. holiday booster classes, revision sessions, co-curricular etc.)
- To support teachers in evaluating students' progress through a range of assessment activities.
- To monitor students' responses to learning tasks and modify your approach accordingly.
- To contribute to maintaining and analysing records of students' progress.
- To promote and support the inclusion of all students in the learning activities in which they are involved.
- Where relevant, to guide the work of other adults supporting teaching and learning in the classroom (e.g. TAs)
- To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned.
- To liaise sensitively and effectively with parents and carers, recognising their roles in students' learning.
- To improve own practice, including through observation, evaluation and discussion with colleagues.
- To undertake other duties that the Principal of the school / academy may reasonably request.

Management:

- To line manage a team of Teaching Assistants.
- To participate in development and training of managed staff.
- To hold regular meetings with managed staff including induction/appraisal and mentoring.
- To address any issues with managed staff including poor performance in line with the relevant VTG Policy and escalate as appropriate to senior leadership.

Organisation:

- Promoting and safeguarding the welfare of children and young people within the school.
- To ensure all personal data is processed in line with General Data Protection Regulation.
- Comply with and assist the development of policies and procedures relating to all school and Trust policies including Child Protection, Health and Safety, confidentiality and Data Protection, freedom of information and reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the development and implementation of the overall ethos/work/aims of the school.
- Develop positive relationships and communicate with other agencies/professionals.
- Develop constructive relationships and liaison between managers/teaching staff and associate staff.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

HIGHER LEVEL TEACHING ASSISTANT PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	SOURCES OF EVIDENCE
Qualifications	<p>Meet HLTA standards or equivalent qualification or experience.</p> <p>Hold relevant qualifications at a level equivalent to at least NQF Level 3.</p> <p>Educated to a high standard with a minimum GCSE grade C in English and mathematics (or equivalent qualifications) or NVQ Level 2 (or by test).</p> <p>Training in relevant learning strategies, e.g. literacy.</p> <p>Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.</p>	Further qualifications in SEN and/or autism	<ul style="list-style-type: none"> • Application
Experience	<p>Experience of relevant learning programmes/strategies/codes of practice.</p> <p>Understanding of relevant policies/ codes of practice and awareness of relevant legislation.</p>		<ul style="list-style-type: none"> • Application • Interview
Professional Development	Commitment to continuing personal and professional learning through participating in development and training opportunities.	Evidence of recent Professional learning.	<ul style="list-style-type: none"> • Application • Interview
Knowledge & Understanding	<p>Ability to document findings in an appropriate format.</p> <p>Ability to communicate and relate to staff, students and parents alike.</p> <p>Effective use of ICT and technology.</p> <p>Ability to work constructively as part of the Teaching Assistant team.</p> <p>Ability to maintain effective record keeping.</p> <p>Ability to effectively use ICT to support learning, or to undertake training to do so.</p>	Training in the relevant strategies for literacy and/or curriculum or learning area e.g. bi-lingual, sign language, dyslexia.	<ul style="list-style-type: none"> • Application • Interview • Assessment

	Understanding of behaviour management strategies.		
Personal Attributes	<p>Ability to form and maintain appropriate professional relationships and boundaries with children and young people.</p> <p>Ability to deal with sensitive information in a confidential manner.</p> <p>Flexibility to cope with diverse needs of the post.</p> <p>Resilience to work under pressure.</p> <p>Positive, personable and optimistic.</p> <p>Solutions focussed.</p>		<ul style="list-style-type: none"> • Application • Interview • Assessment

Venturers Trust is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff