



CENTRAL LEARNING  
PARTNERSHIP TRUST

## JOB DESCRIPTION

## ASSOCIATE STAFF

<b>Post Title:</b>	<b>Higher Level Teaching Assistant</b>
<b>Scale:</b>	CLPT 19 – 23 - £25,481 - £27,741 pro rata – Actual Minimum start depending on service £11, 615.29
<b>Responsible to:</b>	Headteacher
<b>Responsible for:</b>	Covering classes across school (EYFS – Y6) Supporting class teachers Delivering lessons/catch-up to groups of children
<b>Working hours/ Pattern/term:</b>	20 hours – Afternoons only – 12:15 – 4:15 daily
<b>Location:</b>	The post holder will be based at East Dene Primary School.
<b>Disclosure level:</b>	Enhanced
<b>Post Purpose:</b>	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.
<b>Main Duties and Responsibilities:</b>	<p><b>Support for pupils</b></p> <ul style="list-style-type: none"> <li>• Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.</li> <li>• Establish productive working relationships with pupils, acting as a role model and setting high expectations.</li> <li>• Support with the monitoring, recording and assessment of pupil progress, arranging and contributing to specialist assessments as required. Ensure there are detailed and reliable records of individual's progress.</li> <li>• Develop and implement Individual Education Plans.</li> <li>• Promote the inclusion and acceptance of all pupils within the classroom.</li> <li>• Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.</li> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance.</li> <li>• Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas.</li> </ul> <p><b>Support for the Teacher</b></p> <ul style="list-style-type: none"> <li>• Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and linguistically diverse classroom.</li> <li>• Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.</li> </ul>

- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons / work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports, as required, to the teacher, 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.
- Support the role of parents in pupils' learning and contribute to / lead meetings with parents to provide constructive feedback on pupil progress / achievement etc.
- Lead the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems.
- Supervise/teach groups/whole classes under the supervision of the class teacher for agreed periods when the teacher is not present.
- Support and develop liaison with parents, carers and outside agencies, ensuring effective communication throughout.

### **Support for the Curriculum**

- Deliver learning activities to pupils, within the agreed system of supervision, adjusting activities according to pupil responses / needs.
- Deliver local and national learning strategies, e.g. English, Math's, 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 pupils' interests and language and cultural backgrounds.
- Advise on the appropriate deployment and use of specialist aid/ resources/ equipment.

### **Support for 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.
- Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of expertise and use these to achieve and support others.

### **Line Management**

The post holder may manage other Teaching Assistants and this will include representing Teaching Assistants at Teaching staff / management or other appropriate meetings.

The post holder may undertake recruitment / induction / appraisal / training and mentoring of other Teaching Assistants.

**General**

The following knowledge/skills will be required:

- To be able to meet the Higher-Level Teaching Assistant Standards or have equivalent qualification/experience
- Full working knowledge of relevant policies/codes of practice/legislation.
- Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good understanding of child development and learning processes.
- Understanding of statutory frameworks relating to teaching.
- Ability to organise, lead and motivate a team.
- Constantly improve own practice/knowledge through self-evaluation and learning from others.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

**The post holder is required to:**

- Undertake a systematic study of practice with a consequent programme of self and professional development to ensure that the necessary skill, knowledge and understanding are kept up to date.
- Be aware of and comply with all school policies. In relation to child protection, health and safety, security, confidentiality and the Data Protection Act 1998 it is important that all staff keep up to date with current policies and any concerns are reported to the relevant named persons without delay.
- To play a full part in the life of the school community, to support its distinctive mission and the ethos.
- To undertake such other duties which may be regarded as within the nature of the duties and responsibilities for the grade of the post as defined and subject to any reasonable adjustments under the Disability Discrimination Act. Any changes of a permanent nature will be incorporated into the job description.

The school will endeavour to make any necessary reasonable adjustments to the post and working environment to enable access to employment opportunities for disabled post applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the post which are commensurate with the grade and job title.

**Endorsement**

**I accept the specified job description**

**Name** .....

**Signed** ..... **Date** .....



## PERSONNEL SPECIFICATION – Associate Staff

**Post Title: Higher Level Teaching Assistant**

The Personnel Specification outlines the main attributes needed to adequately perform the post specified. In drawing together the specification, a critical examination of the job description has been undertaken to pinpoint those elements of the post deemed as essential.

The Personnel Specification is intended to give prospective candidates a better understanding of the post requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

	<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
<b>1. Qualifications</b>	<ul style="list-style-type: none"><li>• A Level, NVQ Level 3 Level 4 or Level 5 appropriate to this post</li><li>• HLTA qualification or a willingness to undertake training</li></ul>	<ul style="list-style-type: none"><li>• Educated to Degree Level</li></ul>	Formal possession of an appropriate qualification to be verified at interview or from records. Employment history record.
<b>2. Experience</b>	<ul style="list-style-type: none"><li>• 2 years' recent experience of working with primary aged children</li><li>• Experience of dealing with a range of people in a work setting.</li><li>• Experience of developing, implementing and maintaining filing and other work systems (manual and computerised)</li></ul>	<ul style="list-style-type: none"><li>• Experience of teaching children either as groups or full classes.</li></ul>	Employment history record.
<b>3. Special Knowledge</b>	<ul style="list-style-type: none"><li>• Knowledge and competence to use computer applications including Word Processing, Spreadsheets, Databases etc.</li><li>• Ability to prioritise work</li><li>• Ability to meet deadlines</li><li>• Ability to clearly interpret oral and written information</li></ul>	<ul style="list-style-type: none"><li>• Knowledge of school systems/procedures</li><li>• Understanding of statutory frameworks relating to teaching</li></ul>	Application Form and Interview.

		<ul style="list-style-type: none"> <li>• Ability to work with attention to detail and accuracy</li> <li>• Ability to communicate effectively with a wide range of people</li> <li>• Ability to ensure sensitive/confidential information is dealt with appropriately</li> </ul>		
4.	<b>Practical and Intellectual Skills</b>	<ul style="list-style-type: none"> <li>• Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning processes</li> <li>• Constantly improve own practice / knowledge through self-evaluation and learning from others.</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your position within these.</li> <li>• Excellent planning and organisational skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to identify own training and development needs and cooperate with means to address these.</li> </ul>	Interview.
5.	<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Smart appearance.</li> <li>• Good attendance record.</li> <li>• Good timekeeper.</li> <li>• Commitment to equal opportunities.</li> <li>• Conscientious, honest and reliable.</li> <li>• Positive approach with a wide range of people.</li> </ul>		Interview.
6.	<b>Legal Requirements</b>	<ul style="list-style-type: none"> <li>• Enhanced DBS Clearance</li> </ul>		DBS clearance
7.	<b>Other</b>	<ul style="list-style-type: none"> <li>• Respect for confidentiality.</li> <li>• Comply with safer recruitment practices and awareness of safeguarding procedures for all pupils.</li> </ul>		Interview.