



Job Description and Person Specification

Job title	Higher Level Teaching Assistant
Reports to	Head of School/Assistant Headteacher
Permanent or fixed term?	[Permanent]
School	[Glenleigh Park Primary Academy and Nursery]
Location	[Gunters Lane, Bexhill-on-Sea, East Sussex, TN39 4ED]
Grade	East Sussex single status, grade 8
Hours	32.5hrs per week
Working weeks	[Term time only]

Job description

Role purpose

To support and complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils, school policies and strategies by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes. To encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Key tasks

- Support and enhance pupils' learning and contribute effectively and with confidence to the classes in which you are involved, either in the classroom, small groups or individually
- Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present
- Monitor pupils' responses to learning tasks and modify your approach accordingly
- Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement
- Be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved
- 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
- Cover and lead class teaching, under supervision
- Working within a framework set by the teacher, plan your role in lessons including how to provide feedback to pupils and colleagues on pupils' learning and behaviour
- Organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned
- Contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests
- Use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning
- Use ICT to advance pupils' learning, and use common ICT tools for personal and pupils' benefit
- Promote high standards of English and Maths



- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures
- Carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills and provide this feedback to the teacher/SENDSCO, including feedback on the effectiveness of the behaviour strategies adopted
- Undertake marking of pupils' work and accurately record achievement and progress
- Liaise sensitively and effectively with parents/carers, recognising their roles in pupils' learning
- Undertake break and lunchtime duties
- Be involved in extra-curricular activities, such as trips, visits and clubs and assist with special school events, for example sports days and open days
- Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem
- Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners
- Demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with
- Adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour
- Promote and role model acceptance and inclusion of pupils with SEND/SEMH, encouraging pupils to communicate in an appropriate and acceptable manner
- 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

Support of Colleagues

- Where relevant, guide the work of other adults supporting teaching and learning in the classroom
- Work proactively and collaboratively with other members of the staff team

Self-Development

- Attend staff and team meetings as required
- Participate in training and other learning activities offered by the school
- Improve own practice, including through observation, evaluation and discussion with colleagues

Legislative and Procedural Compliance

- Maintain confidentiality on all school matters at all times
- Follow all legislation and best practice relevant to your role
- Follow all school and Aurora Academies Trust policies, procedures and guidelines

Safeguarding and Child Protection

- All staff have a responsibility for providing and safeguarding the welfare of children and young people they come into contact with
- All staff must comply with the school's Safeguarding Policy
- If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risks to the safety and welfare of our pupils, these concerns must be reported immediately in accordance with the policy
- It is a requirement of the role that appropriate safeguarding and child protection training is undertaken



- A Disclosure and Barring Service (DBS) Check will also be required, and any additional checks recommended by Keeping Children Safe in Education may be undertaken (which may include online and social media checks)
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The list of duties in this job description should not be regarded as exclusive or exhaustive.

This job description details the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot, of themselves, justify a reconsideration of the grading of the post.

Aurora Academies Trust reserves the right to update this job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any significant proposed changes.



Person specification

Criteria	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualifications		
Obtained HLTA status or hold QTS or a desired qualification such as ELSA	E	C
GCSE level 4 or above in English and Maths, or equivalent	E	C
Experience		
Previous experience in a similar role	E	A
Experience of planning and leading teaching and learning activities, under supervision	E	I
Experience across a range of year groups	D	A
Experience of establishing positive relationships with children and/or young people	E	I
Experience of working as part of a team	E	I
Experience of using IT to support pupils in the classroom	E	I
Skills		
Ability to use language and other communication skills that pupils can understand and relate to	E	I
Ability to demonstrate active listening skills	E	I
Ability to consistently and effectively implement agreed behaviour management strategies	E	I
Ability to provide levels of individual attention, reassurance and support with learning tasks, relevant to the pupils' needs	E	I
Ability to monitor pupils' responses to learning activities and, where appropriate modify and/or adapt the activities as agreed with the teacher to achieve the intended learning outcome	E	I
Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills	E	I
Ability to create and maintain high-quality and accurate records	E	I
Ability to offer constructive feedback to pupils, to reinforce self-esteem	E	I
Ability to remain calm and patient under pressure, whilst working to deadlines	E	I
Ability to work effectively and supportively as a member of the school team	E	I
Ability to work in an organised and methodical manner	E	I
Knowledge		
Knowledge of, or willingness to learn, the legal and organisational requirements for maintaining health, safety and security of yourself and others	E	I
A knowledge and understanding of the National Curriculum for the phase you are in	E	I



A knowledge and understanding of assessment, monitoring, target setting and evaluation, using this information to inform future planning	D	I
Specialist subject knowledge to deliver effective interventions	E	I
A knowledge and understanding of delivering phonics	D	I
Knowledge or awareness of the SEN Code of Practice	E	I
Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils	E	I
Attributes		
Display a commitment to, and an ability to contribute to, the protection and safeguarding of children and young people	E	I
A commitment to giving pupils and families the opportunity to reach their full potential	E	I
A passion for working with and supporting children and/or young people	E	I
Model behaviour, attitudes and dress that set the best possible example to pupils	E	I
Other		
Ability to maintain confidentiality on all school matters	E	I
Ability to create and maintain an appropriate environment which ensures the safety of all users of the school	E	I
Willingness to participate in further training and development opportunities offered by the school, Aurora Academies Trust and the county	E	I
Flexibility in the approach to work and the demands of the post and to be adaptable to the changing circumstances of the school	E	I
A commitment to the school's vision, values and ethos	E	I
A commitment to Aurora Academies Trust vision, values and ethos	E	I