



SHINE Academies

Level 4 – Higher Level Teaching Assistant

Job Description

Job Purpose

To compliment the professional work of teachers by taking responsibility for delivering agreed learning activities under an agreed system of supervision. This may involve routine 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 making a contribution to the planning and delivery of programmes a specialist area within the school and/or supervision of other teaching assistants including allocation and monitoring of work, appraisal and training

Duties and responsibilities

Support for Teachers

- Organise and supervise appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of pre-determined assessment and monitoring strategies against given learning objectives
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

Support for the Curriculum

- Deliver pre-determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 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
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to implement learning activities, taking account of pupils' interests and language and cultural backgrounds



- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IEPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Administer medication to pupils as and when required.

Support for the School

- Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- 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
- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory safer recruitment checks including but not limited to satisfactory references and an enhanced DBS clearance.

Signature:.....

Date:.....

Level 4 – Higher Level Teaching Assistant Person Specification

Factors	Essential	Desirable	How Identified
Qualifications	<ul style="list-style-type: none"> Meet Higher Level Teaching Assistant standards or equivalent qualification or experience Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths 	<ul style="list-style-type: none"> Qualified to administer First Aid 	<ul style="list-style-type: none"> Application form Selection process
Training	<ul style="list-style-type: none"> Willingness to undertake professional and personal development to include in-service training days 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Application form Selection process
Experience	<ul style="list-style-type: none"> To have delivered lessons/activities, from planning provided, to a group of children Experience working with children of relevant age in a learning environment 	<ul style="list-style-type: none"> Quality School Based experience Working as part of a team To have planned an activities for a group of children To have been involved in the writing and assessment of IEP's and IBP's To have experience of assessing pupil progress and to have kept up to date records 	<ul style="list-style-type: none"> Application form References Selection process
Skills and abilities	<ul style="list-style-type: none"> Can use ICT effectively to support learning Full working knowledge of relevant polices/codes of practice/legislation Working knowledge and experience of implementing national/foundation stage curriculum and 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Application form References Selection process Interview

	<p>other relevant learning programmes/strategies</p> <ul style="list-style-type: none"> • Good understanding of child development and learning processes • Understanding of statutory frameworks relating to teaching • 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 		
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • To be fully committed to equality of opportunity for children, staff, parents and members of the wider community • To have high expectations • Ability and willingness to work as a member of a team • Ability to work effectively with all staff 		<ul style="list-style-type: none"> • Selection process • Interview