



## Shirley Junior School

### Job Description

**Post title:** Higher Level Teaching Assistant  
**Salary:** Grade 7  
**Responsible to:** SENCo

#### Key Purpose of the post

- To complement the professional work of teachers by taking responsibility for agreed learning activities
- To work with and support children with a variety of academic, physical and emotional/behavioural needs on a class, group or individual basis

#### Key responsibilities

- To assess the needs of pupils and use specialist skills and knowledge to work with individuals or groups of children, as directed by the class teacher and/or SENCO, supporting subjects and learning interventions across the whole curriculum and developing Behaviour Support Plans;
- To establish supportive, caring and secure relationships with the children, promoting respect and self-esteem and a positive, inclusive whole school ethos;
- To provide class teaching cover (both planned and unplanned) using lesson plans prepared by the class teacher;
- To understand and respond to the specific academic, physical and emotional/behavioural needs of individuals and groups of children;
- To assist the class teacher/SENCO with the planning, development and delivery of suitable programmes of work for pupils, including those with specific learning needs;
- To select and prepare resources necessary to lead learning activities to support aspects of the curriculum or particular learning outcomes, and to assist and support the children in using them;
- To help, support and motivate the children, encouraging independent learning and enabling learning targets and outcomes to be achieved;
- To monitor and record pupils' progress, mark work, provide relevant feedback to teachers and contribute to reports to parents where appropriate;
- To manage other Teaching Assistants (performance management, training, deployment);
- To assist with general school duties including setting up classrooms, preparing resources, tidying and clearing away;

#### Other Duties:

At an appropriate level, according to the job role, grade and training received, all employees in HET are expected to:

- Support the aims, values, mission and ethos of HET and participate to the team approach of HET
- Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately

- The post holder at all times, whether or not in the employ of our schools or HET and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or HET and its customers/stakeholders, products and product lists
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy
- To liaise with other staff, contractors and outside agencies/organisations as appropriate

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and they have appropriate qualifications or received appropriate training to carry out these duties.

This job description may be amended at any time following discussion between the Head Teacher and member of staff and will be reviewed annually.

**Manager Signature:** .....

**Employee Signature:** .....

**Date:** .....



**Shirley Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.**



## PERSON SPECIFICATION

POST: HIGHER LEVEL TEACHING ASSISTANT – GRADE 7			
SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<b>KNOWLEDGE</b>			
At least 2 years' experience of working with/ guiding the learning of children within a school setting	To take a lead role in learning activities as set by the class teacher for individuals or groups of pupils	Essential	5
A good understanding of the school curriculum, and the day to day running of a school	To support the class teacher in the delivery of learning activities for individuals or groups of pupils;	Now	4
Understanding of school administration systems and procedures and proven administrative experience/ability	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment;	With training in specific systems	3
<b>Qualifications:</b> NVQ 3 or above in a relevant discipline, plus at least GCSE Grade C in English and Maths	To organise learning materials and pupil resources that support classroom activities		
HLTA qualification	To provide the theoretical framework and context to undertake the responsibilities of a HTLA	Now	5
		Highly desirable now (or must be willing to train)	4
<b>MENTAL SKILLS</b>			
Ability to observe, monitor and analyse learning and learning outcomes in a practical context	To review pupil performance data analysing trends and identifying where intervention is required to improve performance and attainment	Now	4
Creative ability	To create learning materials, displays and pupil resources that support classroom activities	Desirable	2
<b>INTERPERSONAL &amp; COMMUNICATION SKILLS</b>			
Ability to communicate information and ideas effectively to a range of audiences,	To lead class room based learning for pupils	Now	5

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<p>including children with specific learning and/or behavioural needs, through good written and oral communication skills</p> <p>Ability to maintain children’s interest and motivation for learning and to maintain discipline</p> <p>Ability to work well as a member of a team</p>	<p>To support the teacher in the preparation of information and materials to be used in discussions of pupil progress with individual pupils, groups and parents/carers as required</p> <p>To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)</p> <p>To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules</p> <p>To support colleagues and maintain effective working relationships</p>	<p>Now</p> <p>Now</p>	<p>5</p> <p>5</p>
<p><b><u>PHYSICAL SKILLS</u></b></p> <p>Ability to make and use a variety of resources</p>	<p>To support the classroom learning and assist children with creative work</p>	<p>Desirable, not essential</p>	<p>2</p>
<p><b><u>INITIATIVE &amp; INDEPENDENCE</u></b></p> <p>Ability to use own judgement and initiative</p>	<p>To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems</p> <p>To advise/support Teaching Assistants</p>	<p>With support &amp; training</p>	<p>4</p>
<p><b><u>PHYSICAL DEMANDS</u></b></p> <p>Limited</p>			
<p><b><u>MENTAL DEMANDS</u></b></p> <p>Awareness of needs/demands of young children and how they act/react</p>	<p>To react to children’s needs and demands and to ensure their safety and welfare</p> <p>To take charge/supervise classes or groups of children</p>	<p>Now</p> <p>Now</p>	<p>4</p> <p>4</p>

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Ability to deal with interruptions and unexpected peaks in workload	To cope with situations where several children require attention at the same time		
<b>EMOTIONAL DEMANDS</b>  Ability to work with, support, understand and empathise with children	To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties)  To work with children who require special/additional support due to physical and / or emotional needs	Now	5
<b>RESPONSIBILITY FOR PEOPLE</b>  Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school;  To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information;	Now	5
<b>RESPONSIBILITY FOR SUPERVISION</b>  Supervisory skills	To plan and prioritise the work of the Teaching Assistants and supervise them in line with agreed Performance Management framework	With support	4
<b>FINANCIAL RESPONSIBILITY</b>  N/A			
<b>RESPONSIBILITY FOR PHYSICAL RESOURCES</b>	Some responsibility for safe and secure storage of materials and resources		