

Teaching Assistant (TA)/ Higher-Level Teaching Assistant (HLTA) Job Description

Job Title
Teaching Assistant (TA)/Higher Level Teaching Assistant (HLTA)
Salary
- HLTA: Actual Salary range £17,971-£20,147 based on Grade 12 salary range of £28,598-£32,061pa - TA: Actual Salary range £15,377 - £15,618 based on Grade 15 salary range of £24,796-£25,185pa - Split Role: HLTA 11 hours per week and TA 16.5 hours per week - Pro-rated actual combined salary range £16,414- £17,430 per annum
Responsible to
Headteacher
Hours
All roles: 27.5 Hours per week (Monday – Friday) Split role: Hours split – HLTA: 11hrs per week and Teaching Assistant 16.5hrs per week Term time only (38 working weeks) Permanent

Job Purpose
The TA/HLTA will: - assist the SENCO and teacher in the development of a programme of work and the provision of a stable, caring and supportive learning environment, to enable children to achieve their full learning potential and to facilitate their social and moral development. - work with teaching staff in implementing and developing educational opportunities to maximise the learning potential of all students and those with Additional Educational Needs. - Promote pupils' independence, self-esteem and social inclusion - Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement - Cover and lead class teaching and assemblies as and when appropriate

Main responsibilities and duties

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Plan and lead interventions as directed by teachers, including pre- and post-assessment and linked record-keeping.
- Teach small groups using plans made by the teacher.
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching and assemblies as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with

- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

Key Contacts and Relationships

Headteacher, Teachers, Support Staff, Caretaker and Pupils

Special notes of conditions

Employees will be expected to comply with any reasonable requests from a manager to undertake work of a similar level that is not specified in this job description.

To undertake any other duties commensurate with the grade, and/or hours of work, as may reasonably be required.

To take responsibility for upholding and complying with the Trust's Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all.

To comply with General Data Protection Regulations and maintain awareness of Trust policies and procedures in this area.

The post-holder must at all times carry out their responsibilities with due regard to Trust policy, organisation and arrangements for Health and Safety at work.

Review

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of

procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Teaching Assistant/Higher-Level Teaching Assistant (HLTA) Person Specification

Category	Essential	Desirable
Qualifications	• Good standard of literacy and numeracy • GCSE English and Maths A-C (or equivalent) • A commitment to further professional development •	• Training and knowledge of child development • Training and knowledge of Child Protection and Safeguarding • Higher Level Teaching Standards qualification or equivalent • First Aid Qualification
Knowledge, skills and experience	• Primary Teaching Assistant experience. • Delivery of bespoke learning sequences through a range of learning approaches, supporting learning through an individualised curriculum under the direction of the class teacher. • Understanding of how to assist pupils to access a broader curriculum through adaptive teaching such as how to break down tasks into manageable chunks. • Ability to lead interventions for individuals or small groups of children. • Have the knowledge and understanding to ensure children including disadvantaged and SEND pupils make good progress. • Good understanding of literacy difficulties. • Ability to communicate effectively, in particular, able to explain instructions and activities. • Be able to relate effectively with learners and adults. • Flexible approach within the Learning Environment. • Ability to adapt to the needs of individual pupils.	• Recent experience of working in an educational setting • Experience in delivering interventions. • Experience of working to support children with SEND • Ability to analyse data and information. • Training and qualifications for evidence-based interventions.

	• Understand and comply with the need for confidentiality. • Effective organisational skills. • Ability to use IT to store and retrieve data and support pupils' learning. • Possess skills to undertake general clerical/administrative tasks in relation to the post. • Able to manage time effectively and have a good attendance record. • Background knowledge of the National Curriculum and general school procedures/policies.	
Interpersonal and communication skills	• Commitment to supporting and understanding pupil needs • Uphold and promote the ethos and values of the school • Maintain confidentiality at all times • Commitment to safeguarding, equality, diversity and inclusion	
Additional requirements	• Able to display an awareness, understanding and commitment to the protection and safeguarding of children. • Commitment to maintaining confidentiality, discretions and tact at all times. • Must satisfy relevant pre-employment checks including DBS clearance and Right to Work in the UK • 2 professional references • Shortlisted candidates will be subject to online checks	