

Higher Level Teaching Assistant – KS2

Job Role: Higher Level Teaching Assistant – KS2
Location: Prince Edwin St, Liverpool L5 3LW
Salary: Grade 4, SCP 9-17
Contract: Permanent, Term Time
Reports to: Head of School

Main Purpose of Role

To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEND, EAL, More Able, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and 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.

The role requires someone who enjoys working with children and is keen, enthusiastic and highly motivated. The role also requires the person to have emotional and physical resilience.

Core Responsibilities and Tasks

Key duties:

Planning

1. Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school's policies and procedures.

Teaching and Learning

4. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
5. Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
6. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.

7. Support the teaching of the National Curriculum, e.g. by delivering Intervention Programmes and Progress units to groups of pupils and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop including 1:1 and small group interventions.
9. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
10. Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
11. In accordance with arrangements made by the Executive Headteacher or Head of School, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
12. Organise and safely manage the appropriate learning environment and resources.
13. Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
14. Assist the class teacher in encouraging the inclusion of children with SEND, or from different cultures and/or with different first language.
15. Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

16. With teachers, evaluate pupils' progress through a range of assessment activities.
17. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
18. Monitor pupils' participation and progress and provide constructive verbal and written feedback (marking) to pupils in relation to their progress and achievement.
19. Assist in maintaining and analysing records of pupils' progress.
20. Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
21. Support the teaching staff with reporting pupils' progress and achievements at parents' meetings which are usually held outside school hours.

Mentoring, Supervision and Development

22. Manage other teaching assistants and undertake induction, appraisal, training and mentoring for other teaching assistants.
23. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
24. Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
25. Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

26. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

27. Understand and implement school child protection procedures and comply with legal responsibilities.
28. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
29. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
30. Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
31. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
32. Supervise pupils in the playground and plan and organise play time activities when required.
33. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Corporate Responsibilities - Common to all staff:

- Work towards and support the school vision and the current school objectives outlined in the Academy Development Plan.
- Support and contribute to the school's responsibility for safeguarding pupils.
- Work within the school's health and safety policy to ensure a safe working environment for staff, pupils and visitors.
- Work within the school's Diversity/Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues.
- A willingness to keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, talking with colleagues, and engaging in school appraisal procedures.
- Adhere to school policies and procedures.
- Undertake other reasonable duties related to the job purpose required from time to time including staff meetings and further professional development.

Person Specification

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Christian Ethos	Essential	Desirable
Commitment to the Christian ethos and aims of the academy	✓	
Practising Christian		✓
Experience – the successful candidate will have		
Meet HLTA standards and have HLTA qualification.	✓	
Proven experience of working with children preferably in an educational setting.	✓	
Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) or NVQ Level 3	✓	
Recent training in relevant learning strategies e.g. English		✓
Knowledge and compliance with policies and procedures relevant to child protection, confidentiality and health and safety.	✓	
Experience and/or knowledge of supporting children with a diagnosis of SEND.		✓
Experience of working in and supporting pupils educational progress in Key Stage 2.		✓
Skills in supporting and collaborating with parents.	✓	
Experience of managing others.		✓
Knowledge and understanding – the successful candidate will have		
Knowledge of the requirements of the National Curriculum for English and maths	✓	
Knowledge and understanding of a range of effective teaching strategies.		✓
Understanding of behaviour management strategies.	✓	
Understanding of First Aid procedures and a willingness to learn.		✓
Skills - the successful candidate will have the		
Effective oral and written communication skills including excellent personal Standard English.	✓	

Excellent interpersonal skills both in working relationship with young pupils and informing effective professional relationships with a wide range of contacts.	✓	
Support the teaching of an agreed curriculum (inc cover) aimed at helping children to achieve their full potential in all areas of learning. Learning activities will be linked to individual targets.	✓	
Good organisational and time management skills.	✓	
Good ICT skills to support learning and maintain electronic information systems.	✓	
Promote high standards of appropriate behaviour, following school policies.	✓	
Support and encourage children when they are developing their communication skills to enable them to share their wants, needs and preferences.	✓	
When appropriate support individual children with the use of specialist equipment and resources as relevant to role e.g. visually impaired.	✓	
Abilities – the successful candidate will have the		
Ability to work constructively as part of a team.	✓	
Ability to organise classroom resources.	✓	
initiative and creativity when considering use of resources and strategies to support children.	✓	
Ability to use own initiative and work flexibly.	✓	
Ability to help children and young people to transfer their learning to other parts of their lives.	✓	
	✓	
Ability to assist pupils to progress through questioning and guidance whilst ensuring pupils develop independent skills by setting high expectations.	✓	
Able to form and maintain appropriate professional relationships and boundaries with children and young people.	✓	
Ability to organise, lead and motivate a team.	✓	
Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.	✓	
Ability to deal with sensitive information in a confidential manner.	✓	
Other		

Willingness to attend school training sessions	✓	
Empathy with young people facing barriers to their learning.	✓	
A commitment to helping young pupils achieve, through education and learning.	✓	
An understanding of and a genuine commitment to Equal Opportunities.	✓	
Willingness to conduct after school clubs.	✓	

This job profile remains indicative and by no means exclusive. Given the evolving needs of the Academy, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.

The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced DBS Check.

The Trust is an equal opportunities employer.