

**Post: Higher Level Teaching Assistant
Job Description and Person Specification**

Post Title:	Higher Level Teaching Assistant (Construction) – Maternity Cover
Purpose:	To take a pro-active role as a key member of a multi-disciplinary team in the support of pupils, teachers, the curriculum and the school. To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision, supporting the teacher
Reporting to:	SENDCO, Senior Leaders, Heads of Department and teachers
Responsible for:	None
Liaising with:	<u>Internal:</u> Headteacher, Heads of department, teachers, students, teaching support staff, SENCOs. <u>External:</u> Governors, parents, Education Welfare Officers, Educational Psychologists, LEA departments and advisers.
Working time:	24 hours per week 39 working weeks per annum – you will be required to work term time, training days and twilights 44.263 paid weeks per annum
Salary/Grade:	F (£8.72 to £10.97 per hour) £16,822 - £21,163 gross £9,263 - £11,653 reduced pro-rata for part time working
Disclosure level:	Enhanced

MAIN (CORE) DUTIES

Operational/ Strategic Planning:	<ul style="list-style-type: none"> To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities. To select and prepare teaching resources so as to deliver learning activities and recognise the diversity of pupils' needs and interests. To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources. To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.
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	<p><u><i>Optional: Management Duties</i></u></p> <p>1. <i>To supervise and manage a team of teaching assistants ensuring the highest standards of teaching support are maintained within the school. Supervisory and management duties will include:-</i></p> <ul style="list-style-type: none"> • <i>providing advice and guidance to promote improvements in current practice;</i> • <i>providing induction and job familiarisation training for new staff;</i> • <i>undertaking appraisals and training needs analyses with teaching assistants to ensure continued self-development of staff and updated skills;</i> • <i>liaising with teachers and co-ordinators with regard to devising appropriate work programmes for Teaching Assistants.</i> <p><i>To act as a mentor to teaching assistants in the development of teaching support skills and to transfer specialist expertise and skills.</i></p> <p><i>To hold regular team meetings ensuring effective communications for teaching support staff. To represent teaching support staff at school senior management meetings.</i></p> <p><i>To manage the deployment and recruitment of teaching support staff in consultation with teaching staff, heads of department and the school senior management team.</i></p>
<p>Curriculum Provision:</p>	<ul style="list-style-type: none"> • Supporting the teacher, planning work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned. • To produce lesson plans, worksheets etc as agreed with the teacher • To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs. • To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision. • To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher • To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes. • To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required. • To administer and invigilate examinations and tests as agreed with the teacher • To undertake some marking of tests in accordance with school policies and as agreed with the teacher • To support the teacher in the assessment of pupils' progress through feedback of observations of pupils. • To deliver local and national learning strategies (eg: literacy, numeracy, KS3, foundation stage, etc) and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. <p>To take into account the learning support involved to aid the pupils to learn</p>

	<p>as effectively as possible.</p> <ul style="list-style-type: none"> • To encourage the use of ICT and advance pupils' knowledge of ICT during the lesson. • To develop and update IEPs. To assess, monitor and record pupils' progress through IEPs, and make appropriate alterations to IEPs in order to ensure pupils' progress.
Pastoral Provision:	<ul style="list-style-type: none"> • To assist teachers in making smooth transitions between educational phases for pupils. • To encourage pupils to interact and work co-operatively with others and to engage all pupils in learning activities. • To assess, monitor and record pupils' progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or headteacher as appropriate. • To contribute to the development of multi-agency approaches to supporting pupils. • To liaise with parents and carers on pupils' progress, difficulties, achievements and other relevant matters, ensuring sensitivity and respect with regard to such communications. • To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils. • To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance. • To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem. • To provide feedback to pupils in relation to all forms of progress and achievement. • To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils' self-control and independence. • To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the school's established Discipline Policy to ensure an orderly and constructive environment for the class. • To assist with lunch and break time supervision of pupils on a rota basis in accordance with the school's procedures for playground supervision. <i>(optional)</i> • To accompany pupils on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines. • To deliver other out of school learning activities as agreed with the teacher/head of department. <i>(optional)</i> • To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information. • To network and establish constructive relationships with other relevant agencies and professionals with regard to the development of effective working practices, policies and strategies to support pupils' progress and achievement. • To administer minor first aid (as trained) and medically prescribed drugs (as per the approved procedure). To assist with pupils who are sick as needed. <i>(optional)</i>
Curriculum Development:	<ul style="list-style-type: none"> • To meet with teachers, co-ordinators and SENCOs on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).

	<ul style="list-style-type: none"> To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.
Staffing Staff Development: Recruitment/ Deployment of Staff:	<ul style="list-style-type: none"> To take part in the College's staff development programme by participating in arrangements for further training and professional development. To take responsibility for continuing personal development in the relevant areas including subject knowledge and teaching methods. To engage actively in the Performance Management Review process. <i>To ensure the effective/efficient deployment of classroom support.</i> To work as a member of a designated team and to contribute positively to effective working relations within the College.
Quality Assurance:	<ul style="list-style-type: none"> To help implement College quality procedures and to adhere to those. To contribute to the process of monitoring and evaluation of the Curriculum Area/Department in line with agreed College procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. To review from time to time methods of teaching and programmes of work. To take part as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the College.
Management Information:	<ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMs, registers, etc. To complete the relevant documentation to assist in the tracking of students. To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> To communicate effectively with the parents of students as appropriate. Where appropriate, to communicate and co-operate with persons or bodies outside the College. To follow agreed policies for communications in the College.
Marketing and Liaison:	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings, Parents' Information Evenings and liaison events with partner schools if appropriate To contribute to the development of effective subject links with external agencies.
Management of Resources:	<ul style="list-style-type: none"> To contribute to the process of ordering and allocation of equipment and materials. To assist the Head of Learning to identify resource needs and to contribute to the efficient/effective use of physical resources. To co-operate with other staff to ensure a sharing and effective use of resources to the benefit of the College, Department and students.

OTHER SPECIFIC DUTIES

<ul style="list-style-type: none"> To play a full part in the life of the College community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. To support the College in meeting its legal requirements for Worship. To actively promote the College's corporate policies. To continue personal development as agreed. To comply with the College's Health and Safety Policy and undertake Risk Assessments as appropriate.

- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Relevant Experience	At least 3 years' experience of working with pupils within a learning environment.	Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups.	Application form. Interview.
Education & Training	Meet the HLTA standards through completion of the recognised HLTA training and assessment routes.	Attainment of GCSE's grade C/ NVQ level 2 or above in English & Maths (or able to demonstrate equivalent levels of numeracy & literacy). Working towards attainment of a recognised teaching qualification.	Application form.
Special Knowledge & Skills	Good listening & communication skills. ICT skills – able to support learning through ICT. Working knowledge of implementing relevant learning programmes. Knowledge of statutory frameworks relating to teaching. Practical skills relating to planning and utilising individual learning programmes.		Application form. Interview.
Any Additional Factors	Self-motivated, able to lead and motivate a team. An interest in pupils, ability to relate well to children and adults.		Interview.

	Ability to work to deadlines and methodical approach to work.		
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Values and Beliefs	<p>The qualities and skills of individuals are underpinned by their values and beliefs. So as our starting point, we are looking for someone who believes in the same things we do and has similar values. These are:</p> <ul style="list-style-type: none"> • Sets high professional standards • A team player • Clear about what matters • Sets the highest expectations of attitude and behaviour • Aspirational and ambitious for all • Learning-focussed • Outward-looking: believing in partnerships and willing to contribute to networks • Seeking technology based solutions which will change practice • Forward thinking • Positive about innovation and creative approaches • Committed to praise and celebration of success • Open and communication-focussed • Passionate about staff and student potential • Honest and trustworthy, displaying integrity • People-centred: caring and supportive of individuals • Demonstrates conviction about the transformational power of education • Strives of justice and fairness • Willing to listen and be persuaded by rational argument and evidence • Striving for perfection yet tolerant of unavoidable mistakes • Encouraging of risk taking • Relationship focussed • Accepting of student opinion and using their views to inform practice
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Statement of Safeguarding

This role gives the postholder access to children and young people. Bodmin College has a statutory obligation to check with the Disclosure and Barring Service (DBS) in order that any criminal background including unprotected, spent convictions, bind-over orders or caution is disclosed to the Governing Body.

Only those who have been checked can be employed by Bodmin College. In the event of a successful interview you will be asked to complete a DBS application.

The successful applicant will be offered the post subject to the receipt of a satisfactory DBS check, health declaration, references and other pre-appointment checks required of the post.

November 2020