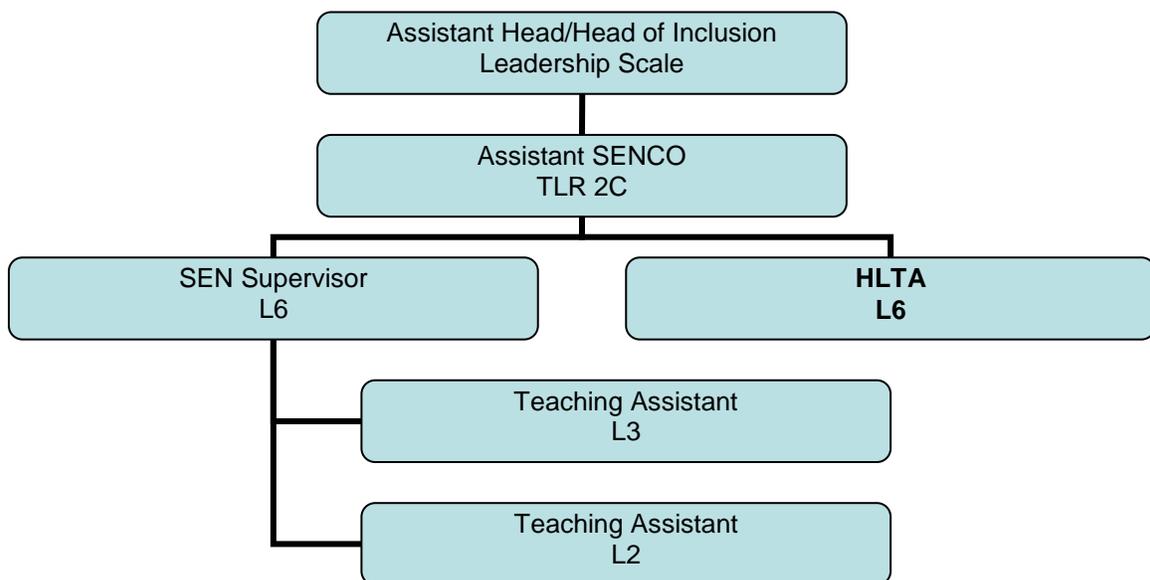


## JOB DESCRIPTION

**TITLE:** Higher Level Teaching Assistant  
**SCHOOL:** Cardinal Newman School  
**RESPONSIBLE TO:** Assistant Head Teacher / Head of Inclusion/Asst SENCO  
**GRADE:** L6  
**HOURS:** 37 Hours Term Time only plus 5 Training Days

**PURPOSE OF POST:** To supervise and develop support for teaching and learning in a subject specialism under the supervision of the class teachers

### ORGANISATION CHART:



### PRINCIPAL RESPONSIBILITIES:

- |  | <u>%</u> |
|--|----------|
| 1. Contribute to the planning of teaching and learning for the whole classes and/or individual pupils on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting. Under the direction of class teachers, following agreed lesson plans, support the teaching and learning of individual or groups of pupils, using support strategies appropriate to the needs of pupils, providing feedback and liaising over problems. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in teaching. Advise on the suitability of such resources including their appropriateness in the culturally and | 50%      |

linguistically diverse classroom.

- |    |  |     |
|----|--|-----|
| 2. | Co-ordinate the monitoring, recording and assessment of pupil progress, arranging and contributing to specialist assessments as required. Ensure there are detailed and reliable records of individual's progress. Assist teachers in the evaluation and revision of lessons and work programmes for individuals and groups of pupils.             | 20% |
| 3. | As required, lead specific projects or activities in the specialist area.  | 10% |
| 4. | Contribute to the development of a purposeful working atmosphere and implement and monitor the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed. Supervise/teach whole groups/whole classes under the supervision of the class teacher for agreed periods when the teacher is not present | 5%  |
| 5. | Co-ordinate, initiate and develop liaison with parents, carers and outside agencies, ensuring effective communication throughout.  | 5%  |
| 6. | Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals, education welfare officers, to meet the personal and educational needs of individual pupils. Coach and train others in these strategies.  | 5%  |
| 7. | Represent the teaching assistants/Behaviour Support Assistants on the school/departmental management and planning team, contributing to management and operational decisions in this forum   | 5%  |

**DIMENSIONS:**

**Supervisory Management:** N/A

**Financial Resources:** N/A

**Physical Resources:** Classroom materials, equipment and resources

**Other**

Physical Effort:

The postholder will have to deal with potentially challenging and aggressive behaviour and apply physical restraint in accordance with established procedures. Training will be provided.

Working Environment:

**CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

**This post is classified 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006. You must register with the Independent Safeguarding Authority, and have your registered status confirmed by Luton Borough Council, in order to undertake this post.**

*The Trust/School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

**'CVs will not be accepted for any posts based in schools'.**

## Higher Level Teaching Assistant Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

<b>Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.</b>				
<b>Attributes</b>	<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
<b>Experience</b>	In-depth experience of planning, monitoring and assessment of pupils' progress in an education setting. Demonstrable experience of working with people with a range of special needs. Experience of working in a school environment is essential for this post.	1,2  1,2  1,2		
<b>Skills/Abilities</b>	Able to lead and manage a team of teaching assistants. Able to train, develop, inform and motivate others. Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework. Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc.. Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions. Able to support learning in the specialist subject at the relevant Key Stage. Able to use information technology skills for word processing, databases and spreadsheets.	1,2  1,2  1,2  1,2,5  1,2,5  1,2,5		

<b>Competencies</b>	Able to demonstrate: Appropriate motivation to work with young people ability to form appropriate relationships with young people emotional resilience in working with challenging behaviours appropriate attitudes to use of authority and maintaining discipline.	1,2		
<b>Equality Issues</b>	Able to recognise and act upon discrimination	1,2		
<b>Specialist Knowledge</b>	In-depth knowledge of how pupils learn. Demonstrable knowledge of curriculum requirements. Some knowledge of policies and procedures in areas such as child protection, behaviour management.	1,2 1,2,5 1,2,5		
<b>Education and Training</b>	HLTA status. A qualification in the specialist subject, or an equivalent qualification or experience. Able to commitment to continuous professional development. NVQ in childcare Level 4, STAC, STA, Part-Qualified teacher or relevant qualification.	1,2,4 1,2,4 1,2 4		
<b>Other Requirements</b>	The postholder will be prepared to undergo further professional training appropriate to the responsibilities of the post	1,2		

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Trust and School policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

*The Trust/School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service*

**'CVs will not be accepted for any posts based in schools'.**