

Higher Level Teaching Assistant (Literacy and Inclusion) – Grade 7- Job Description		
Role Title	Typically reports to	
Higher Level Teaching Assistant (Literacy and Inclusion)	Headteacher/Head of English	
JE Code	Grade	Date of profile
D172	7	
Purpose of the role (job statement)		
<p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short-term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development. The post holder will promote the inclusive ethos of John Spence.</p> <p>The postholder will be responsible for the management and development of the library and other Teaching Assistants (where required) including allocation and monitoring of work, appraisal and training.</p>		
Main Duties:-		
<p><u>Support for Pupils</u></p> <ul style="list-style-type: none"> • assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning. • supervise and provide support for pupils, including those with special needs, ensuring safety and access to learning activities both during lesson time, lunch times and before and after school. • establish productive working relationships with pupils, acting as a role model, and setting high expectations. • play an active role in supporting existing extra-curricular clubs, and facilitating the start of new clubs • assist pupils as they access resources available in the library • develop and implement Individual learning/intervention plans. • promote the inclusion and acceptance of all pupils • set challenging and demanding expectations and promote self-esteem and independence. • support pupils consistently whilst recognising and responding to their individual needs. • encourage pupils to interact and work co-operatively with others and engage all pupils in activities. • promote independence and employ strategies to recognise and reward achievement of self-reliance. • provide feedback to pupils in relation to progress and achievement 		
<p><u>Supporting for Teachers</u></p> <ul style="list-style-type: none"> • establish and maintain the day to day organisation of the Library • organise and manage appropriate learning environment and resources, including creating and maintaining a purposeful, orderly and supportive Library function • within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans, as appropriate. • monitor and evaluate pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives • provide objective and accurate feedback and reports, as required, on pupil achievement, progress and other matters: ensuring the availability of appropriate evidence. 		

- record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- administer and assess/mark tests and invigilate exams/tests.
- production of lesson plans, worksheets, plans etc.

Support for the Curriculum

- deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupils' responses/needs.
- deliver local and national learning strategies (e.g. literacy) and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Coordination of the Library to include establishing and maintaining the day to day organisation (e.g. selecting, accessioning, classifying, cataloguing, preparing and monitoring stock)
- comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- contribute to the overall ethos/work/aims of the school.
- establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
- Present the Library as a pleasant and enjoyable place to be, through creating and maintaining a clean, purposeful, orderly, safe and productive working environment that has appropriate furniture and displays.
- recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- deliver out of school learning activities within guidelines established by the school.
- contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Line Management Responsibilities, where appropriate

- Manage other Teaching Assistants (where appropriate)
- Liaise between Managers/Teaching Staff and Teaching Assistants.
- Hold regular team meetings with managed staff (where appropriate).
- Represent Teaching Assistants at teaching staff/management/other appropriate meetings

Responsibilities:-

Teaching and Learning Family

- be aware of, and comply with, policies and procedures relating to child protection, health, safety and security,
- confidentiality and data protection, reporting all concerns to an appropriate person
- be aware of and support difference and ensure equal opportunities for all
- contribute to the overall ethos/work/aims of the school
- appreciate and support the role of other professionals
- attend and participate in relevant meetings, as required
- participate in training and other learning activities and performance development, as required.

Person Specification – Teaching Assistant Supporting and Delivering Learning

Area	Criteria Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
Skills Knowledge Aptitudes	<ul style="list-style-type: none"> • Can use ICT effectively to support learning. • Full working knowledge of relevant polices/codes of practice/legislation. • Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies. • Good understanding of child development and learning processes. • Understanding of statutory frameworks relating to teaching. • Ability to organise, lead and motivate a team. • Constantly improve own practice/ knowledge through self-evaluation and learning from others. • Ability to relate well to children and adults. • Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these. 	E E E E E E E E	A I A I A I A A I A A A
Qualifications and Training	<ul style="list-style-type: none"> • Meet Higher Level Teaching Assistant standards or equivalent qualification or experience (at least level 3). • Training in relevant learning strategies e.g. literacy. • Specialist skills/training in curriculum or learning area (literacy) • Excellent numeracy/literacy skills • Hold relevant qualifications at A level or equivalent to at least level 3 in specialist Curriculum Area (English) • Relevant Degree Qualification 	E E E E E D	A A A A A A
Experience	<ul style="list-style-type: none"> • Experience working with children of relevant age in a learning environment. 	E	A I
Disposition	<ul style="list-style-type: none"> • Able to work on own initiative and as part of a team with minimal supervision • A friendly, positive and flexible approach 	E E	I I
Conditions of Service			
National Joint Council			

Teaching and Learning Family

Signature of post holder _____ **Date** ____ / ____ / ____

Signature of headteacher _____ **Date** ____ / ____ / ____

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

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

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.