

Job Description

ACADEMY:	Applegarth Academy
JOB TITLE:	Higher Level Teaching Assistant
GRADE:	Outer London Grade 5
RESPONSIBLE TO:	Headteacher
MAIN PURPOSE OF THE JOB:	To assist and support the work of qualified teachers, delivering and teaching lessons in the Early years setting.

KEY Accountabilities:

1. To support pupils' learning and to contribute effectively and with confidence to the classes in which you are involved
2. To be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved
3. To understand the aims, content, teaching strategies and outcomes for lessons in which you are involved and the place of these in the related teaching programme
4. To use ICT to advance pupils' learning, and use common ICT tools for personal and pupils' benefit
5. To adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour
6. To demonstrate and promote the positive values, attitudes and behaviour you expect from the pupils you work with
7. To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement
8. To use clearly structured teaching and learning activities, to interest and motivate pupils and advance their learning

9. To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners
10. To work collaboratively with colleagues, knowing when to seek help and advice
11. To contribute effectively to teachers' planning and preparation of lessons
12. Working within a framework set by the teacher, to plan your role in lessons including delivering teaching, and how to provide feedback to pupils and colleagues on pupils' learning and behaviour
13. To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests
14. To contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures
15. To support teachers in evaluating pupils' progress through a range of assessment activities and contribute to maintaining and analysing records of pupils' progress. To monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn
16. To monitor pupils' responses to learning tasks and modify your approach accordingly
17. To promote and support the inclusion of all pupils in the learning activities in which they are involved
18. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present
19. Where relevant, to guide the work of other adults supporting teaching and learning in the classroom
20. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures
21. To organise and manage safely the learning activities, the physical teaching space and resources for which responsibility has been assigned
22. To liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning

23. To improve own practice, including through observation, evaluation and discussion with colleagues.
24. To carry out the above duties in accordance with the Trust's Equal Opportunities Policy.

Safeguarding commitment

STEP Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

Personal Development

Maintain a commitment to your own professional development. Be aware of changing employment legislation, new developments and innovations through the use of publications, internet and other resources. Stay informed about relevant changes and emerging themes within the sector.

Commitment to Equality and anti-racism

STEP Academy Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Commitment to Diversity

Take individual and collective professional responsibility for championing the Trust's anti-racism agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

Green Statement

Seek opportunities for contributing to sustainable development of the Trust, in accordance with the Trust's Green Commitment. In particular, demonstrate good environmental practice such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction.

Data Protection

To be aware of the Trust's responsibilities under the Data Protection Act 2018 and GDPR and ensure compliance.

Confidentiality

You are expected to treat all information acquired through your employment, both formally and informally, in strict confidence.

Health & Safety

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

The post holder may be required to perform other than these duties given in the job description. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility. The job description is not a comprehensive statement of duties but sets out the main expectations of the Trust.



Person Specification

Post Title: Higher Level Teaching Assistant

Location: Applegarth Academy

Grade: 6 pt 18 - 20

	Essential Criteria	Desirable Criteria	Method of Assessment/ Source of Information
Key Skills & Abilities	<ul style="list-style-type: none"> • Ability to contribute effectively to teachers' planning and preparation of lessons • Ability to plan and deliver lessons, to show how feedback will be provided to pupils and colleagues on pupils' learning and behaviour • Ability to contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests • Ability to support teachers in evaluating pupils' progress through a range of assessment activities • Ability to monitor pupils' responses to learning and modify approach accordingly • Ability to contribute to the maintenance and 		<ul style="list-style-type: none"> • Application /Interview

	<p>analysis of records of pupils' progress</p> <ul style="list-style-type: none"> • Ability to communicate effectively and sensitively with pupils to support their learning • Ability to work collaboratively with colleagues as part of the school team • Ability to guide the work of other adults in the learning environment • Ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning • Ability to recognise and respond effectively to equal opportunities issues as they arise 		
Education & Qualifications	<ul style="list-style-type: none"> • Achievement of the Professional Standards for Higher Level Teaching Assistants or able to demonstrate equivalent experience as approved by the Head teacher • A qualification in English/literacy and mathematics/numeracy, equivalent to at least Level 2 of the National Qualifications Framework 	•	• Application /Interview
Knowledge	• Knowledge of the		• Application

	<p>statutory framework relevant to the HLTA role</p> <ul style="list-style-type: none"> • Specialist knowledge and experience e.g. in behaviour management, pastoral care, early years, special educational needs or individual subject areas • Knowledge of the legal definition of Special Educational Needs (SEN), and familiarity with the guidance about meeting SEN given in the SEN Code of Practice • Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour • Knowledge of the key factors that affect the way pupils learn 		/Interview
Experience	<ul style="list-style-type: none"> • Experience of working as a Teaching Assistant or equivalent experience of working with children or young people • Experience of using ICT to advance pupils' learning, and experience of using common ICT tools for own and pupils' benefit 	<ul style="list-style-type: none"> • Experience of working in a range of settings or with more than one year group 	<ul style="list-style-type: none"> • Application /Interview
Personal Attributes	<ul style="list-style-type: none"> • A commitment to the learning of all pupils • A commitment to improving own practice 		<ul style="list-style-type: none"> • Application /Interview

	<p>through observation, evaluation and discussion with colleagues</p> <ul style="list-style-type: none">• A commitment to the Education Department's Equality of Opportunities policy		
--	---	--	--