

WARWICKSHIRE COUNTY COUNCIL

PAY AND CONDITIONS REVIEW PROJECT – PHASE 2

ROLE DESCRIPTORS FOR POSTS IN SCHOOLS

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

POST TITLE: Higher Level Teaching Assistant **JEID REF: S0060**

POST LEVEL : Band I

BROAD DESCRIPTION:

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 . To support the work of a qualified teacher and, under an agreed system of supervision, have responsibility for agreed learning activities.

This involves undertaking specified work (see * below), involving planning, preparing and delivering learning activities to individual pupils/groups or, short term, for whole classes and monitoring, assessing, recording and reporting on pupil development, progress and attainment.

(*Under S133 of the Education Act 2002, **specified work** is defined as :

- a) planning and preparing lessons and courses for pupils
- b) delivering lessons to pupils. Includes delivery via distance learning or computer aided techniques
- c) assessing and recording the development, progress and attainment of pupils
- d) reporting on the development, progress and attainment of pupils.

'Pupils' includes work with individual pupils as well as groups and whole classes).

To be a member of a multi-disciplinary team and will work under the leadership of a qualified teacher assigned (^) to the class or group. He/she will operate with a high level of delegated authority under an agreed system of supervision.

(^ Under the Education (Specified Work and Registration) Regulations 2003 and its accompanying guidance, each class or group for timetabled core and foundation subjects and R.E. must be assigned a qualified teacher to teach them).

Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the wellbeing of individuals or groups, through contributing to policy development and review and to the development and delivery of learning activities.

Responsibility for staff: The post has some responsibility for others, through demonstrating good practice, guiding/advising and directing other staff/ volunteers who support teaching and learning.

Responsibility for budget: The post has no direct responsibility for financial resources, though could be involved in occasional handling small amounts of cash, processing cheques, invoices etc.

Responsibility for physical resources: The post has some direct responsibility for physical resources, including safe/secure record keeping and maintenance and management of learning resources.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Support to pupils:

Support pupils' learning in a range of classroom settings, including working with individuals, groups and whole classes (where the assigned teacher is not present), using detailed knowledge, experience, specialist skills and training.

Establish productive working relationships with pupils, acting as a role model, demonstrating positive values, attitudes and behaviour and setting high expectations.

Organise and manage pupils IEPs, maintaining and updating and review progress

Promote the inclusion and acceptance of all pupils within the classroom, encourage them to interact and work co-operatively with others and engage all in activities

Support pupils consistently whilst recognising and responding to their individual needs

Promote independence and employ strategies to recognise and reward achievement of self-reliance

Provide feedback to pupils in relation to progress and achievement

Monitor and provide for the care, safety and welfare of pupils

Support to teachers:

Organise and manage learning activities (including learning environment and resources) in ways which keep pupils safe.

Under agreed system of supervision, plan and prepare teaching and learning objectives, adjusting activities/work plans as appropriate

Monitor and evaluate pupil responses to learning activities using a range of assessment and monitoring strategies, against pre-determined learning objectives.

Objectively assess, provide feedback and reports as necessary on pupil development, progress and achievement.

Within the school's discipline policy, apply behaviour management strategies and techniques to manage behaviour constructively and contribute to a purposeful learning environment.

Support the role of parents in pupils' learning and contribute to meetings with parents to constructively feedback on pupil progress/achievement.

Administer and assess/mark tests and invigilate exams/tests

Where relevant, direct and guide the work of other adults supporting teaching and learning in the classroom.

Support to the curriculum:

Deliver learning activities to pupils within an agreed system of supervision, adjusting activities according to pupil responses/needs

Use ICT effectively to advance learning and develop pupil' competence and independence in its use.

Devise, organise and manage safely the learning activities, teaching space and resources, taking account of pupils' interests, language and cultural backgrounds.

Advise on appropriate deployment and use of specialist aid/resources/equipment

Use their area(s) of expertise to support the planning and preparation of learning activities in these areas(s) (e.g. a subject area, SEN, EY, KS1 etc)

Support to the school:

Be involved in and contribute to whole school policy development

Assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection and comply with these. Report concerns to an appropriate person.

Contribute to identification of appropriate out of school learning activities, deliver / co-ordinate these, in accordance with school policy

May co-ordinate a school activity (e.g. extra curricular activities / work experience / home-school liaison / SEN work

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop

Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils, in liaison with the teacher

Contribute to the overall ethos/work/aims of the school

Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils

Model good practice and contribute to planning and delivery of appropriate inset

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

Holds HLTA status, by meeting the national professional standards for higher level teaching assistants (HLTA status has equivalence to NVQ level 4).

Have considerable experience of working to support children/pupils learning

Have detailed understanding of schools' policies and how they relate to local and national framework / policies for learning

Display commitment to the protection and safeguarding of children and young people

Value and respect the views and needs of children

Have understanding of and experience of ICT as a learning tool

Good communication and listening skills and able to present information, verbally and in writing

Able to take responsibility for an area of learning/development

Able to organise and lead activities for parents and/or children

Able to supervise and train NVQ or work experience students
Relates well to children, parents, staff and other professionals
Able to exercise initiative and independent action
Be pro-active in offering ideas and contribute to whole school review
Able to adapt teaching styles to the needs of groups or individual pupils