



**Job Description and Person Specification**  
**Form number GR9005**

<b>Job Title</b>	Higher Level Teaching Assistant Level 1
<b>Location</b>	John of Gaunt Infant School
<b>GR Number</b>	GR9005
<b>Grade</b>	Scale F
<b>Responsible to</b>	Responsible to the Executive Headteacher, Head of School, or Assistant Head. Works to and with a qualified teacher on a day to day basis.
<b>Effective Date</b>	September 2021

**Role and Context**

<b>Job Purpose</b>	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 for whole classes and monitoring and assessing pupils.
<b>Context</b>	Job Family: Classroom and Pastoral
<b>Other Job Information</b>	Liaise with teachers, other support staff, health and education specialists, parents, visitors and volunteers.  Higher Level Teaching Assistants should have regard to the standards and regulations published by the DfES and the National Employers in carrying out their responsibilities.

**Principal Accountabilities**

**Main Purpose**

Undertakes the job description of a Teaching Assistant but to a higher level of expertise and experience, able to undertake or contribute to the development of strategies and policies and able to work with greater freedom and initiative. Delivers whole class learning to provide cover for absence or release a class teacher for PPA or other non-contact time. Main additional responsibilities are set out below.

**Key Functions:**

1. Assist the teacher to plan challenging teaching and learning objectives
2. Work with individuals or small groups of pupils under the direction of teaching staff
3. Support pupils with activities which support literacy, numeracy and other skills
4. Use detailed knowledge and specialist skills to support and progress pupils' learning
5. Cover lessons in event of teachers absence



### **Specific Responsibilities**

#### **Cover for Teachers:**

1. Cover lessons for teachers who are absent, following lesson plans and schemes of work set by the class teacher
2. Take classes to cover PPA time for teachers on a weekly basis
3. Help to plan and assess PPA cover lessons in line with the agreed schemes of work
4. Maintain a high standard of behaviour in cover lessons using school behaviour policies and routines
5. Provide feedback to teachers whose lessons are covered

#### **Support for Teachers:**

1. Organise and manage an appropriate learning environment
2. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
3. Provide objective and accurate feedback and report to teachers
4. Record progress and achievement in lessons/ activities systematically and provide evidence of range and level of progress and attainment
5. Establish a clear framework for discipline in line with established policy, anticipate and manage behaviour constructively, promoting self-control and independence
6. Support the role of parents/carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress/ achievement
7. Support the teacher in implementing specific teaching programmes
8. Assist the teachers in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these

#### **Support for pupils:**

1. Establish productive working relationships with pupils, acting as a role model and setting high expectations
2. Promote the inclusion and acceptance of all pupils within the classroom
3. Support pupils consistently whilst recognising and responding to their individual needs
4. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
5. Promote independence and employ strategies to recognise and reward achievement of self-reliance
6. Provide feedback to pupils in relation to progress and achievement
7. Supervise and assist individual/small groups of pupils in activities set by teachers
8. Supervise whole classes
9. Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration
10. Help reinforce and promote independent learning and social skills by supporting pupils in groups
11. Assist pupils with physical needs
12. Keep the pupils on task and to build motivation by modeling good practice

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13. Build pupils' confidence and enhance self-esteem and actively seek to promote the academic, social and emotional welfare of pupils
14. Implement school behaviour management policies in accordance with guidance provided by the teacher
15. Attend formal and informal meetings where necessary with teachers to contribute to planning lessons/ activities
16. Prepare materials and resources
17. Work on differentiated activities with identified groups
18. Take every opportunity to develop pupils' language, reading, mathematics and related skills
19. Assist with escorting pupils on educational visits
20. Build and maintain close and secure relationships with pupils, attending to and ensuring the case, health and welfare of children at all time, including the dressing and undressing, toileting and cleaning of pupils where necessary

## **General:**

1. Assist with the development and implementation of support plans
2. Liaise with other staff and provide information about pupils as appropriate
3. Comply with policies and procedures relating to child protection
4. Attend relevant meetings as required
5. To comply with individual responsibilities, in accordance with the role, for health and safety within the workplace
6. To respect confidentiality at all times
7. Share the schools commitment to safeguarding and promoting the welfare of all young people
8. Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
9. Carry out other roles and tasks as reasonably requested by the Head of School or Executive Headteacher



**Person Specification**

This should describe the qualifications, experience, skills and knowledge which are essential to do the job to a fully competent level.

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<p>Excellent numeracy/literacy skills/GCSE (or equivalent NVQ 2 level) Maths and English;</p> <p>Meet Higher Level Teaching Assistant standards or equivalent qualification or experience;</p> <p>Can work at NVQ 4 level overall.</p>	<p>Training in Read Write Inc.</p>
<b>Experience</b>	<p>Experience of working with pupils of relevant age in a learning environment.</p>	
<b>Skills/Knowledge</b>	<p>Can use ICT effectively to support learning;</p> <p>Full working knowledge of relevant policies/codes of practice/legislation;</p> <p>Working knowledge and experience of implementing National Curriculum and other relevant learning programmes;</p> <p>Good understanding of child development and learning processes;</p> <p>Understanding of how to monitor and track the progress of pupils</p> <p>Understanding of statutory frameworks relating to teaching;</p> <p>Understanding of safeguarding</p> <p>Constantly improve own practice/knowledge through self-evaluation and learning from others;</p> <p>Ability to relate well to children and adults;</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</p>	
<b>Personal Attributes</b>	<p>Resilience – the ability to remain calm and work well under pressure</p> <p>Ability to use initiative to respond to unexpected problems</p> <p>Excellent communication skills</p> <p>Ability to work creatively and collaboratively</p> <p>Flexible and open to change</p>	

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### General Information

- The job descriptions details the main outcomes required and should only be updated to reflect **major changes** that impact on the outcomes of the job
- All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and federation policies and procedures, within legislation, and with regard to the needs of the diverse community we serve.
- Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.
- The federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### Ethos

We promote a happy, secure and caring environment where learning is enjoyable and rewarding for both children and adults. We provide a broad and balanced curriculum which enables children to develop positive values and attitudes, skills and knowledge, within a co-operative and supportive framework.

### Values

We are a member of The Aylsham Cluster Trust - TACT a co-operative trust. We uphold **the co-operative values**:

**Self-help** - we help people to help themselves

**Self-responsibility** - we take responsibility for, and answer to our actions

**Democracy** - we give our members a say in the way we run our organisation

**Equality** - we are genuinely inclusive and pursue success for everyone

**Equity** - we carry out our work in a way that is fair and unbiased

**Solidarity** - we share interests and common purposes with our members and other co-operatives

### Our Ethical Values are:

**Openness** - nobody's perfect, and we won't hide it when we're not

**Honesty** - we are honest about what we do and the way we do it

**Social responsibility** - we encourage people to take responsibility for their own community, and work together to improve it

**Caring for others** - we are a nurturing community that takes care of each other and we regularly support charities and local community groups