

# LITERACY HIGHER LEVEL TEACHING ASSISTANT



## JOB DESCRIPTION & PERSON SPECIFICATION

**Salary:** Bucks Pay Range 4, Point 21 £25,216 - Point 25 £27,281 FTE  
Actual Salary based on hours detailed below: £19,739 - £21,355

**Hours:** 34 hours per week  
8.00am – 3.20pm Monday to Thursday  
8.00am – 3.10pm Friday including half hour unpaid break per day

39 weeks per year, which includes 5 Inset Days

**Responsible to:** SENDCo

**Job Purpose:** To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievements for all pupils (e.g. SEND, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support to their welfare, and to support the inclusion of pupils in all aspects of school life.

## JOB DUTIES

### Planning

- Assist in the planning and preparation of lessons with teachers, participating in all stages of the planning cycle, including evaluating and adjusting lessons/work plans.
- Within agreed structure, plan and prepare own lessons.
- Assist in the development and preparation of resources for learning activities in accordance with lesson plans and in response to pupil needs.  
Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.

### Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers, pupils and the SEND Manager / SENDCo as required.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities. Be familiar with lesson plans, SEN support plans and learning objectives.
- Be aware to and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.
- Organise and safely manage the appropriate learning environment and resources.
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Assist the class teacher in encouraging acceptance and integration of children with special needs, of from different cultures and/or with different first languages.
- Support the role of parent in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

## **Monitoring and Assessment**

- Working with the teacher to evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and / or group needs.
- Monitor pupil' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Report on pupils' progress and achievements at parents meetings / evenings as appropriate.

## **Mentoring, Supervision and Development**

- Assist SEND Manager / SENDCo in offering mentoring support and guidance to other teaching assistants undertaking formal training.
- Offer mentoring support and guidance for older pupils.
- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work, and aims of the school by attending relevant meetings and contributing to the development of policies and procedure within the school. Also participate in staff meetings and training days / events as requested.

## **Behavioural and Pastoral**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures are making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for children's pastoral needs.
- Foster and maintain constructive and supportive relationships with parents / carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise pupils at break and lunchtimes, planning and organising activities as required.
- Assist SEND Manager / SENDCo by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

## **Other**

- To work within and encourage the school's Equal Opportunity Policy and contribute to the diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children.
- To carry out the duties and responsibilities of the post, in accordance with the schools' Health and Safety Policy and relevant health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- To undertake other duties appropriate to the post and may reasonably be required from time to time.
- Any other duties required by the SEND Manager, SENDCo, or the Headteacher, which are within the scope of this post.

**CONTEXT: All 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. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language**

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk) 'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.**

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(HLTA)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(SENCO)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
(HEADTEACHER)

## PERSON SPECIFICATION HIGHER LEVEL TEACHING ASSISTANT

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

### E – Essential Criteria

#### EDUCATION & EXPERIENCE

- Meet HLTA standards or equivalent qualification or experience.
- Hold relevant qualifications at a level equivalent to at least NQF Level 3
- Demonstrable levels of Numeracy J& Literacy equivalent to GCSE (A=-C) or NVQ Level 2 (or by test).
- Attend training as appropriate and training relevant to the post, including behaviour management and Child Protections training.
- Training in relevant learning strategies e.g. literacy.
- A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in an education setting.
- Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.

#### KNOWLEDGE & UNDERSTANDING

- Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.
- Understanding of behaviour management strategies. **E**
- Understanding of First Aid procedures.

#### SKILLS

- Effective oral and written communication skills.
- Excellent interpersonal skills both in working relationships with young pupils and in forming effective professional relationships with a wide range of contacts. **E**
- Good organisational and time management skills. **E**
- Sound IT skills to support learning and maintain electronic information systems. **E**

## ABILITIES

- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability to organise, lead and motivate a team. **E**
- Ability and willingness to work constructively as part of a team. **E**
- Ability to supervise pupils effectively both in and out of school in line with the schools' behaviour policy.
- Ability to organise classroom activities e.g. preparing and setting out resources and implementing strategies for T&L. **E**
- Ability to deal with sensitive information in a confidential manner.
- Ability to help children and young people to transfer their learning to other parts of their lives.
- Ability to provide a good role model to pupils.
- Ability to work in partnership with parents and teachers.
- Ability to use own initiative and work flexibly.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people. **E**

## OTHER

- Willingness to attend school training sessions.
- Empathy with young people facing barriers to their learning.
- A commitment to helping pupils achieve, through education and learning.
- An understanding of and a genuine commitment to Equal Opportunities.