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**Job Description**

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| **School: Zaytouna Primary School** |
| **Post Title: Teaching Assistant Level 4 (HLTA)** |
| **Grade/Pay Range: Grade F points 20-24** |
| **Hours/weeks: 37 hours a week, term time** |
| **Reporting to: Inclusion Lead** |
| **Department/Team: Support** |

**Overall Purpose of Post**

To lead a team of teaching assistants under the overall direction of the Headteacher who will be responsible for policy and the educational programme and for matters of control and discipline within the appropriate Articles of Government.

To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils’ needs and identifying and implementing appropriate responses;

Working independently, in accordance within guidelines, to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.

To develop, plan, deliver and review learning activities for pupils in accordance with best practice and national guidelines.

To take responsibility for the planning and delivery of specified packages of work such as lesson planning, assessment or reporting.

To carry out specified duties with individuals, groups or classes under the direction of a qualified teacher in accordance with The Education (Specified Work & Registration) (England) Regulations 2003.

**Main Duties and Responsibilities**

You will be required to carry out the following duties. The nature of the school year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

• Plan, deliver and evaluate teaching and learning activities which, under direction of a teacher, meet the agreed objectives and personalised learning needs of pupils involved.

• Contribute to the planning and evaluation of teaching and learning activities by giving constructive and timely feedback and sharing own ideas on pupils’ learning needs and realistic ways of meeting these. Make suggestions for improvements and feed these changes into school review and development planning procedures.

• Contribute to the inclusion of all pupils by working with children and families to identify barriers to learning, taking steps to remove these and support participation in a full range of activities by developing individual plans to meet each individual’s needs.

• Encourage pupils to make their own decisions and take responsibility for their own learning by using appropriate strategies to challenge, motivate and sustain pupil’s interests and efforts in learning activities.

• Hold responsibility for a specialist area within school for which you will lead, keep abreast of developments and provide whole school staff training etc.

**SUPERVISION/MANAGEMENT OF STAFF**

• To manage and co-ordinate the work of Teaching Assistants at all levels within the school and contribute to the school performance management & development planning.

• Allocate work effectively amongst team members with clear objectives ensuring they are working to the required standards, by managing individuals’ performance and recognising positive contributions. Allow time to support team and encourage them to outline their needs etc.

• Provide and support team with regular opportunities to identify learning needs and development opportunities, to make the best use of their abilities.

**SPECIFIED WORK**

Post holder must also carry out specified work in order to assist or support the work of a qualified teacher in a school. This is an on going and regular requirement of the post and is an integral element of the role at this level. Specified work includes:

• Planning and preparing lessons and courses for pupils;

• Delivering lessons to pupils. This includes delivery via distance learning or computer aided techniques;

• Assessing the development, progress and attainment of pupils;

• Reporting on the development, progress and attainment of pupils.

**SUPPORT FOR THE PUPIL**

* Support learning activities for all pupils, being aware of stages of development, individual needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential.
* Responsible for maintaining a safe learning environment, ensuring accidents and emergencies are dealt with in an appropriate manner and reported promptly according to procedures.
* Contribute to the safeguarding of all pupils in school by having an awareness of signs of abuse, an understanding of relevant procedure and protocol and ensuring any concerns are addressed.
* Build effective relationships and work in partnership with practitioners to respond to pupils needs as effectively as possible.
* Actively encourage family members’ participation in identifying pupils’ needs and involvement in school activities in order to establish a partnership approach towards the child/young person’s school life.
* Implement agreed behaviour management strategies to promote positive behaviour and support and encourage pupils to manage and take responsibility for their own behaviour
* Support children and young people through transitions that occur in their lives, enabling them manage them in a positive manner.
* Contribute to the personal and intimate care of pupils.
* To support pupils with behaviour, emotional and social development needs and report any issues to the appropriate senior member of staff .
* Provide support to pupils with sensory and/or physical needs to enable them to maximise learning
* Provide support to pupils where English is not their first language.
* Support learning activities for gifted and talented pupils.
* Support pupils in a specialist area eg ICT, Literacy, Numeracy

**SUPPORT FOR THE CURRICULUM**

* Undertake observations effectively in order to report on pupil performance accurately and contribute to the development of plans to promote learning..
* Plan and integrate ICT into learning activities, providing support to allow pupils to advance and stimulate their learning.

**SUPPORT FOR THE TEACHER**

* Contribute to maintaining detailed pupil records in an accurate and timely way, following relevant procedure and ensuring confidentiality at all times.
* Develop positive relationships with families, taking a partnership approach ensuring support is provided both at the school and at home and sharing information where appropriate.
* Escort and supervise pupils on educational visits and out of school activities
* To assist with writing and monitoring pupil plans reviewing and implementing interventions enabling pupils to understand and meet their targets.

**SUPPORT FOR THE SCHOOL**

* Work effectively with other practitioners by supporting their work and drawing on their expertise to support and develop working practices and procedures.
* Willingness to keep up to date with professional practice by maintaining an up to date understanding of the requirements of the role and individual responsibilities.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
* Participate in the Trust Appraisal process and undertake training and professional development as re quired.
* Contribute to the overall aims and ethos of Transform Trust
* Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

**Person Specification**

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| **Areas of**  **responsibility** | **Requirements** | **Measurement** | | | | |
| **P** | **A** | **T** | **I** | **D** |
| **Qualifications** | * Good standard of education especially with regard to literacy and numeracy skills. * GCSE Maths and English grade C or equivalent * Recognised Higher Level Teaching Assistant qualification | 🗸  🗸  🗸 | 🗸  🗸  🗸 |  |  | 🗸  🗸  🗸 |
| **Knowledge** | * Knowledge and understanding of the statutory framework in subject areas and phases supported. * Knowledge of Teaching Assistants’ contribution to raising standards by the promotion of independent learning. * Knowledge of National Curriculum and how this is applied to planning, preparation and delivery of learning activities. * Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment. * Knowledge of stages of child development and individual needs. * Knowledge of appropriate behaviour management practices * Knowledge of Health and Safety policies and procedures that contribute to the maintenance of pupil safety and security * Knowledge of safeguarding procedures and protocols. * Ability to use resources and materials including ICT software and equipment |  | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 | 🗸  🗸  🗸  🗸 | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 |  |
| **Experience** | * Experience of working within an education setting or equivalent. * Direct experience of working with pupils to raise attainment through personal intervention * Proven experience of working with children and young people, including children with individual needs and from a range of backgrounds. * Innovative use of resources and materials including ICT software and equipment * Relevant experience of building positive relationships with all stakeholders. * Understanding the role of parents/carers and the wider community in education * Ability to plan, prepare and deliver a lesson under direction of the teacher * Ability to collate and analyse complex pupil data to inform future planning * Experience of assisting with transition between phases both inside and outside school |  | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 |  | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 |  |
| **Skills/Abilities** | * Understanding and awareness of individual needs and ability to adjust communication methods accordingly. * Ability to lead and motivate a team, ensuring objectives are met * Well developed communication skills, both orally and in writing * Ability to contribute to the management of pupil behaviour * Ability to establish positive relationships with pupils, families, colleagues and outside agencies * Awareness of techniques necessary to support individual learning needs and development. * Initiative in dealing with day to day issues * Ability to contribute to the planning and delivery of learning activities * Skills to support the effective use of ICT in the classroom. * Ability to organise classroom resources * Contribute to maintaining pupil records. * Understanding and awareness of individual needs and ability to adjust communication methods accordingly * Ability to work under own initiative and as part of a wider team of education professionals |  | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 | 🗸 | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 |  |
| **Personal qualities** | * A diplomatic and patient approach * Efficient and meticulous in organisation * Commitment to inclusive education * Able to work flexibly, adopt a hands on approach and respond to unplanned situations * Ability to evaluate own development needs and those of others and to address them * Ability to work in accordance with the school’s policies including health and safety and safeguarding policies |  | 🗸  🗸  🗸  🗸  🗸  🗸 |  | 🗸  🗸  🗸  🗸  🗸  🗸 |  |
| **Work Related Circumstances** | * Must be willing to undertake training as required * Must ensure confidentiality in respect of pupils and information. * Commitment to the highest standards of child protection and safeguarding * Recognition of the importance of personal responsibility for health and safety * Commitment to the Trust’s ethos, aims and whole community. |  | 🗸  🗸  🗸  🗸  🗸 |  | 🗸  🗸  🗸  🗸  🗸 |  |

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| **P: Pre-application A: Application T: Test I: Interview D: Documentary evidence** |

**Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks**