

**St Joseph's Catholic Primary School**  
**Job Description & Person Specification**



**Job Description**

**Job Title: Higher Level Teaching Assistant**

**Reporting to: Headteacher, SLT and the Class Teacher**

**Responsibilities**

To provide teaching and learning support to individuals, groups and classes of pupils in the learning environment.

- Liaising closely with teaching staff to assess the needs of pupils and assisting in the preparation, development and implementation of Individual Development Plans and/or other personalised learning plans.
- Use teaching and learning objectives to plan, evaluate and adjust lessons/work plans as appropriate within an agreed system of supervision.
- Plan, prepare and deliver specified learning activities to individuals, groups of pupils and whole classes modifying and adapting activities and the approach as necessary under the direction and supervision of a teacher.
- Mark work and give verbal feedback to children.
- Recording and reporting on the progress and achievement of pupils and participating in reviews of pupils' progress, development and attainment.
- Assess the needs of pupils and use knowledge and specialist skills to support pupils learning.
- Providing feedback to pupils and parents/carers in relation to progress, achievement, behaviour, attendance and other relevant areas.
- Assisting in administering, invigilating and assessing/marketing tests and examinations.
- Liaising with education, health and other specialists and outside agencies to develop multi-agency approaches to support pupils.
- Providing advice, information and demonstrations to classroom and teaching assistants to assist in the development of their skills.
- It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.
- Promote high standards of behaviour, employ effective de-escalation strategies, and where necessary, exercise appropriate physical intervention
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate
- Provide specialist support to pupils in any or all of the following areas; pupils with learning, behavioural, communication, social, sensory or physical difficulties, gifted and talented pupils, pupils where English is not their first language, pupils who are not working to the normal timetable, or specific curriculum areas.
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Support independent learning and the inclusion of all pupils.

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- Support the raising of educational aspiration in all pupil/parent contact and provide constructive feedback on pupil attainment, learning and achievement.
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.

### Indicative knowledge, skills and experience:

- Working at or towards the competency standards for Higher Level Teaching Assistants.
- Awareness of policy, procedures and legislation relating to child protection and health and safety.

## **Professional standards for teaching and learning support staff:**

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

### Personal and professional conduct

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- On-going commitment to practice development through self-evaluation and awareness

### Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role.
- Be willing to undertake any relevant first aid and administration of medication training.
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so.
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role.
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role.
- Lead on a subject area of expertise or gain, through CPD, expertise to lead an area.
- Contribute to the development of school policies and procedures.
- Provide specialist support to pupils with SEND / EAL More able.
- Provide specialist support to all pupils in a particular specialist subject.

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### Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies
- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment
- Prepare and present displays
- Take responsibility for pupils on visits, trips and out of school activities when required and when necessary plan and undertake risk assessments.
- Utilise advanced levels of knowledge and skills when assisting teachers/support staff with planning, monitoring, assessing and managing classes.

### Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

### School Ethos

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

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- Within a responsibility of a duty of care, comply with all policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ability to make a positive contribution to the wider life and ethos of the school.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.
- Provide first aid, if appropriate, ensuring timely referral to health service in emergency situations
- The post holder will be required to carry out some or all of the duties and general requirements associated with a Level 3 teaching assistant as directed as well as the roles of an HLTA

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	<b>Essential</b>	<b>Desirable</b>
Application	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fully supported in reference. (R)</li> <li><input type="checkbox"/> Well written, structured and presented application. (A)</li> </ul>	
Qualifications	<ul style="list-style-type: none"> <li><input type="checkbox"/> HLTA qualification or higher. (A) (I)</li> <li><input type="checkbox"/> Willingness to undertake first aid and administration of medication training.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant training in safeguarding children (A)</li> <li><input type="checkbox"/> ELSA qualification (A)(R)</li> </ul>
Experience	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experience of working across the primary age range. (A) (I)</li> <li><input type="checkbox"/> Experience of planning and assessing. (A) (I)</li> <li><input type="checkbox"/> Experience of engaging and working effectively with primary aged children, demonstrating a positive impact. (A) (R)</li> <li><input type="checkbox"/> Experience of engaging and working effectively with parents/carers, demonstrating a positive impact. (A) (R)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experience of effective communication and liaison with agencies linked to education e.g. CAMHs, SALT, Education Welfare Team (A)</li> </ul>
Skills and abilities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excellent communication and interpersonal skills. (I) (R)</li> <li><input type="checkbox"/> Ability to take the lead and have effective outcomes. (I) (R)(A)</li> <li><input type="checkbox"/> Competence in IT and use effectively in lessons. (R)(A)</li> <li><input type="checkbox"/> Good organisational skills (I) (R)</li> <li><input type="checkbox"/> Demonstrate the qualities needed to build positive and effective relationships with primary aged children and adults. (R) (I)</li> <li><input type="checkbox"/> Ability to effectively manage children's behaviour, using positive approaches, being firm, fair and consistent. (R) (I)</li> <li><input type="checkbox"/> Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. (I) (R)</li> <li><input type="checkbox"/> Ability to support and model good practise to support staff and volunteers. (R)(I)(A)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experience of developing learning areas within the classroom (A) (I)</li> </ul>
Special Knowledge	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowledge of the range of potential barriers to learning for children. (A) (I)</li> <li><input type="checkbox"/> Knowledge of specific interventions to support underachievement / SEN pupils / more able. (A) (I) (R)</li> <li><input type="checkbox"/> Ability to plan effective lessons and deliver them to a high standard. (A) (I) (R)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> An area of subject specialism which could support develop and enhance the curriculum</li> </ul>



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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to identify areas for development during lessons and through marking / feedback as appropriate.</li> <li><input type="checkbox"/> Working knowledge of appropriate and effective teaching strategies and interventions to support children's learning. (A) (R) (I)</li> <li><input type="checkbox"/> Understand and support the needs of particular children presenting with special educational needs and Social Emotional mental health concerns. (A) (I) (R)</li> <li><input type="checkbox"/> Knowledge of how to safeguard children and recognise signs of abuse. (I)</li> </ul>	
Personal Attributes	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate a commitment to CPD and participation in training opportunities. (A) (R)</li> <li><input type="checkbox"/> High expectations of self and others. (R) (I)</li> <li><input type="checkbox"/> Self- reflective, continually reflecting on own practice. (I) (R)</li> <li><input type="checkbox"/> Responsive to feedback, challenge and support. (R)</li> <li><input type="checkbox"/> Flexible and adaptable in approach. (I) (R)</li> <li><input type="checkbox"/> Demonstrate sensitivity, integrity and enthusiasm when working with all stakeholders. (R) (I)</li> <li><input type="checkbox"/> Ability to manage pressure effectively and deal with challenging situations in a calm manner. (I) (R)</li> <li><input type="checkbox"/> Enthusiasm for working with children and as part of a wider school team.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Outside interests (A)</li> <li><input type="checkbox"/> Outside interests that could be utilised in school for after school club /curriculum (A)</li> </ul>
Professional philosophy and commitment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Commitment to promoting equal opportunities and meeting the educational, social and emotional needs of all children (A) (R) (I)</li> <li><input type="checkbox"/> Commitment to the school and wanting the best for all stakeholders.</li> <li><input type="checkbox"/> Commitment to support and promote the catholic ethos of the school.</li> </ul>	