

<b>POSITION:</b>	Higher Level Teaching Assistant (ref: EW04/HLTA5)
<b>REPORTS TO:</b>	Inclusion Lead
<b>RESPONSIBLE FOR:</b>	n/a
<b>GRADE:</b>	Scale 5

### **KEY PURPOSE OF THE JOB**

1. To provide support for children's learning, under the direction of class teachers.
2. To provide supervision of children during non-teaching times (break and lunch periods).
3. Assist in planning cycle and management/preparation of resources
4. To provide cover supervision as required.
5. To undertake other tasks consistent with the role, to support the general running of the school.

### **SUPPORT FOR LEARNING**

1. To provide support for children's learning, under the overall direction of class teachers, including:
  - General support to help children access learning and to achieve accelerated progress within a whole class situation;
  - Specific support to groups of children and/or individuals, both within the classroom and through withdrawal sessions.
2. Use specialist (curricular/learning) skills/training/experience to support pupils, as appropriate.
3. Assist with the development and implementation of IEPs, PSPs and other individual learning or behaviour plans.
4. Establish productive working relationships with children, acting as a role model and setting high expectations.
5. Promote the inclusion and acceptance of all children across the school.
6. Support children consistently whilst recognising and responding to their individual needs.

7. Encourage children to interact and work collaboratively with others and engage all children in their learning.
8. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
9. Provide feedback to children, in relation to progress and achievement.

## **SUPPORT FOR TEACHERS**

1. Work with the teacher to establish an appropriate learning environment.
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/lesson plans, as appropriate.
3. Monitor and evaluate children's responses to learning, through observation and planned recording of achievement against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required, to the teacher on children's achievement and progress.
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
6. Undertake marking of children's work and accurately record achievement/progress.
7. Promote positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
8. Liaise sensitively and effectively with parents and carers, as agreed with the teacher.
9. Administer and assess routine tests and invigilate exams/tests.

## **GENERAL RESPONSIBILITIES**

1. Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Be aware of and support difference and ensure all children have equal access to opportunities to learn and develop.
3. Contribute to the overall aims and ethos of the school.

4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of children.
5. Attend and participate in regular meetings, as directed.
6. Participate in training and other professional development opportunities, as required.
7. Recognise own strengths and areas of expertise and use these to advise and support others.
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
9. Undertake planned supervision of children's out of school hours learning activities.
10. Supervise children on visits, trips and out of school learning as required.
11. To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Lewisham Safeguarding Children's Board.

### **Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue: .....

Signature of Post holder .....

Signature of Headteacher .....

# Person Specification for Learning Support Assistant

## Qualifications & Training

- NVQ 3 for Teaching Assistants or equivalent qualification or experience
- Relevant training, e.g. literacy, maths, EAL, Makaton, dyslexia, ICT, CACHE etc.

## Experience

- Experience of working with children of primary school age in a school or similar setting.
- Experience of supporting children with Special Educational Needs, e.g. Autistic Spectrum Condition
- Experience of the National Curriculum

## Knowledge

- Very good subject knowledge, particularly in reading, writing and mathematics, to be able to challenge and extend children's learning
- Understanding of principles of child development and learning processes and of how to apply this knowledge to enhance children's learning

## Skills

1. Very good literacy and numeracy skills
2. Consistently demonstrate the ability to provide effective support for learning to individuals and groups of children and to accelerate progress, by:
  - Communicating high expectations to children in relation to learning and behaviour
  - Providing clear explanations that build on children's understanding
  - Reshaping the teacher's explanations in order to increase children's understanding
  - Using a range of questioning techniques to extend children's thinking and to assess children's understanding
  - Adapting learning tasks to meet the needs of an individual, either 1-1 or within a whole class setting
  - Modelling appropriate behaviour and attitudes at all times
  - Using prompts, questions and explanations effectively to promote and develop independent learning
  - Enabling less confident/able children to make effective contributions and to participate fully in the learning
  - Managing behaviour effectively, so that there are no disruptions to learning

- Providing support that enables an individual or group of children to successfully tackle a task that would otherwise be beyond them
  - Giving children accurate and timely feedback on their learning and progress with clear next steps identified
3. Ability to build excellent relationships with children and adults (colleagues and parents or carers) and to be professional at all times
  4. Ability to stay calm and measured in order to resolve potential conflict situations with children
  5. Ability to maintain confidentiality regarding children and their families.
  6. Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
  7. Emotional resilience when working with challenging behaviours
  8. Ability to adapt quickly and effectively to changing circumstances/situations
  9. A creative approach to problem solving
  10. Ability to use own initiative and work independently
  11. Ability to critically evaluate own performance
  12. An awareness of and commitment to equalities issues
  13. Ability to comply with policies and procedures relating to children protection, health and safety, confidentiality, data protection and equal opportunities