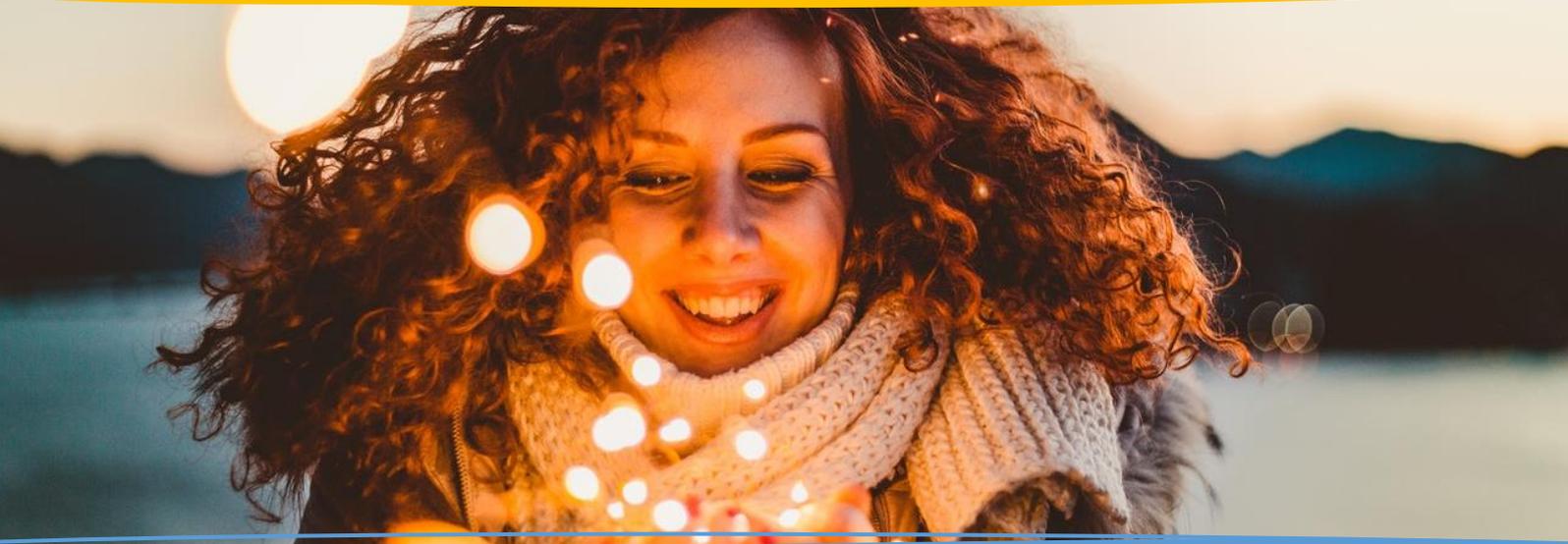




BRANNEL SCHOOL  
HIGHER LEVEL TEACHING ASSISTANT  
Job Description & Person Specification

[www.celtrust.org](http://www.celtrust.org)



# Job Description

## Purpose of the Post:

To compliment 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 and the management/preparation of resources. Also, to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, 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 for their welfare, and to support the inclusion of pupils in all aspects of school life.

## Reporting to:

SENDCo, Headteacher

## Responsible for:

N/A

## Key Contacts:

Other Teaching Staff, Support Staff, Pupils, Parents & Carers

## Location:

Based at Brannel School but there may be a requirement to travel to undertake work at or for other academies/sites within Cornwall Education Learning Trust.

## Salary Grade:

Grade F

## Hours:

35 hours per week term time only plus 5 INSET days (39 working weeks / 44.652 paid weeks)

## Main Purpose of the role:

- ❖ To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
- ❖ To deliver interventions to support pupils as necessary.
- ❖ To contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools' policies and procedures.
- ❖ To cover lessons.

## **Teaching and Learning**

- ❖ In accordance with arrangements made by the Headteacher and within a pre-determined lesson framework, to 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.
- ❖ To organise and safely manage the appropriate learning environment and resources.
- ❖ To provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- ❖ To motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- ❖ To promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- ❖ To 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.
- ❖ To promote and reinforce pupils' self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- ❖ To support the role of parents 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**

- ❖ With teachers, to evaluate pupils' progress through a range of assessment activities. To assist in maintaining and analysing records of pupils' progress.
- ❖ To assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- ❖ To monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- ❖ To 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.
- ❖ To support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

## **Mentoring, Supervision and Development**

- ❖ To manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
- ❖ To assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
- ❖ To offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.
- ❖ To support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- ❖ To contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also, to participate in staff meetings and training days/events as requested.

## **Behavioural and Pastoral**

- ❖ To assist with lunch and break time supervision of students on a rota basis in accordance with the School's Policy for Playground Supervision. To plan, organise and supervise lunchtime activities for students.
- ❖ To assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- ❖ To 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.
- ❖ To assist teachers 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.

## **General**

- ❖ The post holder is responsible for his/her own self-development on a continuous basis.
- ❖ To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- ❖ To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy, Disciplinary and Grievance Policies, Code of Conduct and national legislation (including Health and Safety and Data Protection).

- ❖ To maintain confidentiality of information acquired in the course of undertaking duties for the school/Trust.
- ❖ To undertake other duties appropriate to the grading of the post as required.
- ❖ To meet the mobility needs of the pupil assisting in the use of a wheelchair/hoist, ensuring compliance with safe lifting procedures and associated training.
- ❖ To meet the physical needs of pupils as required.

To develop methods of promoting/reinforcing each pupil's self-esteem and to promote independence through the development of self-help skills.

Note:

- ❖ This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
- ❖ The postholder may be required to undertake such work as may be determined by the Headteacher/line manager from time to time, up to or at a level consistent with the main responsibilities of the job.
- ❖ This Job Description may be amended at any time in consultation with the postholder.

## SPECIAL CONDITIONS OF EMPLOYMENT

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and a Disclosure and Barring Service (DBS) check.

# Person Specification

Selection Criteria	Essential	Desirable	How Assessed
Education and Training	<ul style="list-style-type: none"> <li>• Attainment of GCSE grade C or above in English and Maths (or able to demonstrate equivalent numeracy and literacy skills to a level 2 standard of education).</li> <li>• Ability and willingness to undertake professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Level 3 qualification (NVQ, AVCE or 'A' Level) in a subject related to the specialist area.</li> <li>• Working towards the attainment of a recognised qualification. 'Degree level'.</li> </ul>	Application Form / Interview
Skills and Experience	<ul style="list-style-type: none"> <li>• Significant experience of working with students within a classroom environment or similar – either at different key stages or within different departments.</li> <li>• Completion of the DfES Induction for Teaching Assistants.</li> <li>• Meets the HLTA standards through completion of the recognised HLTA training and assessment routes.</li> <li>• Computer literate with experience of Microsoft Office applications</li> <li>• Good communication skills, both written and verbal.</li> <li>• A willingness to take action and to make decisions independently.</li> <li>• A desire to understand how things work and to seek out opportunities to learn and grow.</li> <li>• Ability to adapt easily to different situations.</li> <li>• Demonstrate a willingness to learn.</li> <li>• Organisational skills.</li> <li>• Self-motivated.</li> <li>• Enjoys working with children/young people.</li> <li>• Ability to work on own initiative and as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist student groups.</li> <li>• At least 2 years' experience of working in a technical support role.</li> <li>• Ability to plan and deliver individual learning programmes.</li> <li>• Knowledge of a range of issues relevant to education and child development.</li> <li>• ICT Skills – able to support learning through ICT.</li> </ul>	Application Form / Interview
Specialist Knowledge	<ul style="list-style-type: none"> <li>• Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Demonstrates an awareness, understanding and commitment to equality and inclusion.</li> </ul>		
Values Related Qualities	<ul style="list-style-type: none"> <li>• <b>Collaborate</b> – ability to work effectively as a team</li> <li>• <b>Empower</b> – ability to take initiative and problem solve in order to improve performance</li> <li>• <b>Leadership</b> – To lead by example and achieve shared goals</li> <li>• <b>Transformation</b> – ability to recognise a need for change and adapt accordingly</li> </ul>		Application Form / Interview



CORNWALL EDUCATION LEARNING TRUST

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