

FELIX PRIMARY SCHOOL JOB DESCRIPTION

HIGHER LEVEL TEACHING ASSISTANT

Line Managers job title:	Assistant Headteacher – Teaching and Learning
Salary:	Points 12-17 of the Support Staff Scale FTE £28,598 - £31,022 per annum Pro rata £21,602 - £23,856 per annum, including an allowance for holiday pay
Tenure:	Permanent
Contract type:	Term-time plus one week
Hours per week:	32.5 hours per week

THE POST

Felix Primary School is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 13 primary and 9 secondary schools.

We are looking for a hard-working and enthusiastic person with high standards and the ability to communicate and interact effectively with others as part of our school as a Higher Level Teaching Assistant.

Felix Primary School is looking to appoint an individual who is passionate about teaching and learning and building meaningful relationships with children and staff. We are a school built on kindness, providing an holistic and values led education with relationships, wellbeing and belonging standing front and centre in all we do.

Our HLTAs are hugely valued by everyone and will have the opportunity to work in a small team of people on planning and resourcing lessons. They will be supported by being provided with detailed curriculum guidance and schemes

of work with accompanying plans and resources. They will have PPA and will be supported by our class teachers and Deputy Head.

The first six months of employment shall be a probationary period and employment may be terminated by the Trust during this period at any time on one week's prior written notice. The Trust may, at its absolute discretion, extend this period for up to a further six months. During this probationary period, performance and suitability for continued employment will be monitored.

MAIN PURPOSE

- Work as a Teaching Assistant or Higher Level Teaching Assistant across the school.
- As an HLTA, the role will involve planning, preparing and delivering lessons to pupils and monitoring and assessing standards of individuals.
- Promote pupils' independence, self-esteem and social inclusion.

PERSON SPECIFICATION

The professional competencies expected of a Higher Level Teaching Assistant are:

- The ability to communicate clearly and tactfully using appropriate methods and an awareness of the impact of your own communication on others;
- Able to maintain positive relationships with all and able to work as an effective and flexible part of a team; willing to change methods of work and routines to benefit the team;
- Willingness to accept responsibility for your own actions; the ability to prioritise effectively, meet deadlines and accept challenges.
- Be creative and proactive in finding solutions;
- Be flexible and adaptive to changing needs and priorities;
- Be resilient, empathetic, calm and professional under pressure;
- Be insightful and analytical with good problem-solving skills;
- Have excellent inter-personal and communication skills and evidence of being able to build and sustain effective working relationships with staff, children, parents/carers and the wider community;
- Be a self-reflective practitioner who always seeks to improve;
- See the 'big picture' in relation to whole school priorities & improvement;
- Able to reason their educational philosophy, in tune with the school ethos;
- Possess a sense of humour;
- Have the ability to inspire and enthuse staff and children about learning;
- Have a passion for working with primary aged children;
- Be highly self-motivated, able to energise and motivate others;

- Be insightful and understanding of national, international and research developments relevant to teaching and learning in their subject.

The personal competencies expected for the role are:

- Engages with pupils appropriately and works with the best interest of pupils in mind;
- Able to work with minimum supervision;
- Understand statutory requirements and policies;
- Able to maintain confidentiality appropriately;
- Able to work as part of a team.

The qualifications and experience required of a Higher Level Teaching Assistant are:

- A minimum of a grade C / 4, or equivalent, in English and Maths GCSE.
- Previous experience working with children, preferably primary school age, in a classroom or similar environment is highly desirable
- Experience delivering learning activities to groups of children
- Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools or equivalent Teaching Assistant qualification desirable

JOB SPECIFICATION

General Responsibilities

the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to teach and support individuals or groups of pupils, including more specialised support for those with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.

The post-holder will be required to comply with Felix Primary School's Code of Conduct.

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post-holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive

material is handled appropriately and accurately.

Specific Responsibilities

A non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required.

Teaching & Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to teach and support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil's special needs and, wherever possible, making these part of the learning experience;
- Support, or teach, a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Provide feedback to pupils in relation to progress and achievement;
- Use effective behaviour management strategies, promoting pupils' good choices, dealing promptly with conflict and incidents in line with the school's policy and procedures, encouraging pupils to take responsibility for their choices
- Support class teachers, and when teaching, maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Administer routine tests, invigilate exams, undertake routine marking of pupils' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework;
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, recording achievement and progress and feeding back to the teacher;
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;
- Assist with the supervision of pupils out of lesson times, including before and after school and accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

- To provide practical and targeted intervention activities to support the pupils who have been identified;
- Where appropriate, to cascade information/learning plans to classroom staff in order to improve the support given to pupils and facilitate the transference/reinforcement of skills;
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Plan, resource and deliver lessons to pupils by collaborating with Class Teachers, TAs and other HLTAs.
- Read and understand lesson plans shared prior to lessons
- Prepare the classroom for lessons

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents;
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues, support each other's wellbeing and foster everyone's sense of belonging
- Contribute to fostering and sharing the school's vision and values, culture and ethos
- Assist with the supervision of pupils out of lesson times, including before and after school and accompany teaching staff and pupils on visits, trips and out of school

activities as required and take responsibility for a group under the supervision of the teacher.

The post-holder will be required to comply with the Trust Code of Conduct. The post holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The post holder shall participate in the Trust's programme of Performance Management and Continuing Professional Development.

HOURS OF WORK

Paid Weeks per year	Term Time plus one week
Hours per week	32.5 hours per week
Normal working Pattern	Monday to Friday 8:30am – 15:30pm
Unpaid Breaks	30 minutes lunch break where the working day exceeds 6 hours
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
Annual leave entitlement	<p>Annual holiday entitlement for full-time support staff will reduce to 33 days (including bank holidays), rising to 37 days after 5 years' service.</p> <p>Holiday entitlement is pro-rata for employees who work less than 52 weeks per year and/or less than 37 hours per week.</p>
CPD Days	CPD is included in your pro-rata salary and you will be expected to work on all published CPD Days. Any additional time required for CPD can be claimed on a timesheet.

REMUNERATION

- Points 12-17 of the Support Staff Salary Scale
- FTE Salary: £28,598 - £31,022 per annum
- Pro rata salary: £21,602 - £23,856 per annum

The post-holder will be auto enrolled to join the Trust's nominated pension scheme for support staff.

MID-YEAR ADJUSTMENTS – TERM TIME/TERM TIME PLUS

Salary payments are averaged out over the 12 months of the Academic Year. If you

begin employment with the Trust during the Academic Year, or you have changes made to your contract, a Mid-Year Adjustment calculation will be made. This is to ensure that employees are only paid for work they will do over the remaining months of the Academic Year. This is worked out based on working days of the term time calendar not an equal division of full months to be worked.

DRESS CODE

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify employees.

PRE-EMPLOYMENT CHECKS

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff must be prepared to undergo several vetting checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.