



THE WESTCLIFFE FEDERATION



Higher Level Teaching Assistant Required

The Governors of the Westcliffe Federation are seeking to appoint an enthusiastic, highly motivated and excellent practitioner to join our committed and dedicated team.

The Westcliffe Federation is made up of four Church of England Primary Schools and overseen by an Executive Head Teacher. The schools' are West Felton CE Primary School, Weston Lullingfields CE Primary School, Kinnerley CE Primary School and St. Andrew's CE Primary School, Nesscliffe.

The position will be at our Kinnerley CofE Primary School Site.

School address: **School Road, Kinnerley, Shropshire, SY10 8DF**

Hours: **08:30 – 12.00 and 12:30 – 3.30.**

Contract: **Fixed-term (in the first instance), Term Time Only**

Salary: **From £16,265 to £17,982 p/a before tax.**

Job details:

We are seeking to recruit an enthusiastic and effective higher level teaching assistant to join our increasingly successful team. You must be a proven creative and imaginative practitioner, able to motivate and inspire children to achieve their best, regardless of background or ability, enabling them to become independent motivated learners.

Contact details: For further information, please contact the Federation Business Manager, Lindsay Jenno, businessmanager@westcliffe.shropshire.sch.uk.

How to apply: Please complete and email the application form, which can be downloaded from: <https://kinnerley.westcliffefederation.co.uk/>

Application closes: Wednesday 3rd November 2021

Interview Date: Tuesday 9th November

Job Description

Details of Post

- Title: Higher Level Teaching Assistant (Level 4)
- School/Federation/Academy/Trust: The Westcliffe Federation
- Reporting to:
- Main Workplace: Kinnerley CE Primary School
- Post Number:
- Grade and SCP: Grade 7 (SCP 12-17)

The school is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. All appointments are subject to an enhanced Disclosure and Barring Service (DBS) check.

All support staff posts are subject to the Asylum and Immigration requirements.

Purpose of Post

1.

Working under the guidance of the teaching staff and nominated teaching assistants and within an agreed system of supervision, to support access to learning for pupils and to assist the teacher in the management of pupils and the classroom, including support for individual Education Health Care Plans (EHCP's). This could include those requiring detailed and specialist knowledge in particular areas, and those who need particular help to overcome barriers to learning. Work with pupils will be carried out in or out of the classroom.

In addition, the professional work of teachers will be complemented by taking responsibility for specific learning activities under an agreed system of supervision. This may involve planning, preparing, and delivering learning activities for individuals / groups or short term for whole classes, and monitoring pupils and assessing, recording, and reporting on pupils' achievements, progress and development.

Additionally, will also supervise whole classes during the short-term absence of teachers, the primary focus being to maintain good order and keep pupils on task by responding to questions and assisting pupils to undertake set activities.

(This post may have line management responsibility for other teaching assistants within the school, including training, appraisal, and the allocation and monitoring of work).

Principal Duties and Responsibilities

1. Support for Pupils

- Attend to pupils' personal needs and assist with the development and implementation of Individual Education / Behaviour / Support / Mentoring Plans and Personal Care Programmes / strategies.
- Take a lead role in the supervision and support of pupils with special needs, and manage the supervision of those excluded from, or otherwise not working to, a normal timetable, ensuring their safety and access to learning.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.

- Encourage pupils to interact and work co-operatively with others, and engage in learning activities.
- Set challenging and demanding expectations and promote self – esteem and independence.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Use specialist skills / training / experience to assess the needs of pupils and support their learning.
- Take a lead role in managing and delivering pastoral support to pupils, and assist in their social, health, and hygiene development.
- Arrange and develop 1:1 mentoring arrangements with pupils.
- Take a lead role in managing the speedy / effective transfer of pupils across phases / integration of those who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning / behaviour / attendance.

2. Support for the Teacher

- Work with the teacher in lesson planning, evaluating, and adjusting lessons / work plans as appropriate.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of pupil's work.
- Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre – determined learning objectives.
- Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage the compilation of records, information, and data, and produce reports for analysis.
- Administer and assess routine tests, invigilate exams, undertake routine marking of pupils' work, and accurately record achievement / progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents / carers as agreed with the teacher, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Provide general clerical / administrative support e.g. dealing with correspondence, analysing data on attendance / exclusions etc. administering coursework, producing worksheets for agreed activities, photocopying, typing, filing etc.
- Take a lead role in the development, implementation, and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Manage liaison with feeder schools and other relevant bodies to gather pupil information.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.

3. Support for the Curriculum

- Support pupils in understanding instructions.

- Implement structured and agreed learning activities / teaching programmes, adjusting activities according to pupil responses.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years etc. as directed by the teachers.
- Support pupils in using ICT and develop pupils' competence and independence in its use.
- Determine the need for, prepare and use specialist equipment / resources as directed by the teacher, and assist pupils in their use.
- Be responsible for the management of stock levels, including the management of a budget and the regular audit of resources.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

4. Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / work / aims of the school.
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support the achievement and progress of the pupils.
- Support the development of multi-agency approaches to supporting pupils.
- Attend and participate in relevant meetings as required.
- 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.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Be responsible for the provision of out of school hours learning activities, within guidelines established by the school.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- Accompany teaching staff and pupils, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.

5. Management Responsibilities

- Manage a team of support staff.
- Liaise between managers / teaching staff and support staff.
- Hold regular team meetings with managed staff.
- Represent support staff at teaching staff / management / other appropriate meetings.
- Undertake recruitment / induction / appraisal / training / mentoring / of other support staff.

As required, to provide expertise and support to staff in other schools.

6. Other Responsibilities

- Be aware of and comply with all school policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required.

7. Safeguarding

- Be aware of and comply with safeguarding responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Safeguarding JD for school staff.

8. Data Protection and other statutory responsibilities

- Be aware of and comply with data protection responsibilities as outlined in the school's Staff Code of Conduct and related policies and procedures. This may include reference to the Shropshire Career Pathway Data Protection JD for school staff.

9. Other Duties

- Any other duties that the Headteacher, EHT/ CEO/ Governing Body/ Trustees feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

10. Review and Signatures

- This job description is subject to review by the Headteacher/EHT/ CEO/ Governing Body/ Trustees in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

Person Specification

Higher Level Teaching Assistant (Level 4) Grade 7 SCP 12-17

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ➤ Higher Level Teaching Assistant (HLTA) status ➤ Teaching Assistant Induction Training ➤ Teaching Assistant NVQ Level 4 or have completed training of a similar standard (including NNEB or a certificate in Literacy & Numeracy for Support Assistants) 	<ul style="list-style-type: none"> ➤ First Aid qualification

Work or relevant experience	<ul style="list-style-type: none"> ➤ At least 6 years relevant experience working in an educational setting ➤ Experience of classroom administration support ➤ Ability to plan and organise effectively ➤ Ability to work with small groups or an individual pupil ➤ Ability to supervise whole classes 	
Knowledge and understanding	<ul style="list-style-type: none"> ➤ An in-depth and detailed knowledge of school based education including child development ➤ National learning strategies including Literacy and Numeracy ➤ Non-school based support agencies 	

Skills and Abilities (relevant to post)	<ul style="list-style-type: none"> ➤ Good communication skills and ability to relate well to children, staff and parents ➤ Evidence of working well as part of a team ➤ ICT and the willingness to update skills and undertake further training ➤ Ability to plan, prepare and deliver learning activities to groups and whole classes ➤ Management skills ➤ Ability to train, supervise and develop other staff ➤ Sufficiently fluent in spoken English to ensure effective performance in the role 	<ul style="list-style-type: none"> ➤ Specialist skills, training or experience e.g. Art, Music, ICT, display etc.
Personal Qualities	<ul style="list-style-type: none"> ➤ Ability to bring to the role, initiative, enthusiasm and commitment ➤ Flexibility and reliability ➤ Willingness to develop skills with further training 	
Special Conditions	<ul style="list-style-type: none"> ➤ Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check 	