

Higher Level Teaching Assistant

Job Description

Grade: GR4 – *Subject to Job Evaluation*

1. Job Purpose

- 1.1 To support teaching staff in the development and education of children
- 1.2 including the provision of specialist skills and knowledge at an advanced level across a range of disciplines
- 1.3 To support teaching staff in the development and education of children including taking management responsibilities for other teaching assistants.

2. Key Responsibilities

- 2.1 Advanced Practitioner- To undertake the duties of a teaching assistant level 3 and in addition undertake all or most of the following as agreed with teaching staff and with minimum supervision
- 2.2 Support for Pupils
 - 2.2.1 Use specialist skills to meet the intellectual, physical, social and emotional needs of pupils.
 - 2.2.2 Assess the needs of pupils and contribute to the development of Individual Education Plans.
 - 2.2.3 Dealing with the personal care needs of children where appropriate in line with the guidance of the local authority
- 2.3 Support for Teachers- Assist designated teacher(s) with the teacher's responsibilities for planning and teaching the agreed curriculum, and, at the teacher's direction, specifically to
 - 2.3.1 Implement and evaluate specific curriculum plans and activities prepared by the teacher to meet individual needs of pupils
 - 2.3.2 Contribute to curriculum planning
 - 2.3.3 Organise and manage learning sessions with specified groups of pupils
 - 2.3.4 Monitor and assess specified individuals and groups of pupils in accordance with the monitoring and assessment arrangements for the school
 - 2.3.5 Provide information and reports as required on the achievement and progress of pupils
 - 2.3.6 In an emergency, on a short-term basis, supervise the class until the teacher returns or alternative arrangements are made
 - 2.3.7 A HLTA can be expected to take up to 6 per week (or 60%) whole class specified work sessions. Specified work includes planning, delivery and assessment of a lesson. HLTAs will be under the direction of teachers. As HLTAs are working with

whole classes more, it enables the teachers to use their higher level pedagogical skills to work with individuals or groups of children who most need complex, high level strategies and quality of teaching.

- 2.3.8 Work with parents to enhance pupils' learning and development including taking the lead role in home visits if required.
- 2.3.9 Supervise and support the work of other teaching assistants in the class
- 2.4 Support for the school
 - 2.4.1 Lead for whole school in a designated specialist area and share expertise and skills with others
 - 2.4.2 Contribute to the identification and planning of out of school learning activities to consolidate and extend work carried out in class.
 - 2.4.3 Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
 - 2.4.4 To ensure all tasks are carried out with due regard to Health and Safety
- 2.5 To adhere to the ethos of the school
 - 2.5.1 To promote the agreed vision and aims of the school
 - 2.5.2 To set an example of personal integrity and professionalism
 - 2.5.3 Attendance at appropriate staff meetings and parents evenings
- 2.6 Any other duties as commensurate within the grade in order to ensure the smooth running of the school
- 3. Duties and Responsibilities –Management role. In addition to the duties normally expected of a teaching assistant, this role will encompass the day to day management of Teaching Assistants within the school.
 - 3.1.1 Assist in the development and implementation of policies relating to Teaching Assistants
 - 3.1.2 Manage the performance of both individuals and teams of staff including responsibility for staff development
 - 3.1.3 Contribute to the process for the recruitment of Teaching Assistants
 - 3.1.4 Undertake the deployment of staff in line with school requirements
 - 3.1.5 Advise the management team on any issues affecting the Teaching Assistants
 - 3.1.6 Manage the use of physical resources
 - 3.1.7 Plan and implement organisational operations
 - 3.1.8 Support Teaching Assistants students in school settings.

4. **Supervision Received**

4.1 Supervising Officer's Job Title:

4.2

4.3 Level of supervision:

1. ~~Regularly supervised with work checked by supervisor~~
2. ~~Left to work within establishment guidelines subject to scrutiny by supervisor~~
3. Plan own work to ensure the meeting of defined objectives

5. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

6. **Special Conditions**

6.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
---------------------	---------------	-------------	--------------------	----------------

Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	NVQ level 3 or equivalent plus appropriate experience Requires the possession of Literacy and Numeracy at Level 2 or higher.	AF/C AF/C
Experience Relevant work and other experience	Minimum of 2 years' experience as a teaching assistant, within the last 5 years	AF/I
Skills & Ability e.g. written communication skills,	*Delete if not applicable	AF/I

dealing with the public etc.	*An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	AF/I
	Understanding of strategies for teaching and learning	AF/I
	Understanding of the national curriculum	AF/I
	Knowledge of how ICT is used to support pupils' learning and ability to use ICT effectively in a classroom setting	AF/I
	Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes	AF/I
	Ability to contribute to planning and preparation of lessons and teaching materials	AF/I
	Ability to contribute to assessment and monitoring of pupil progress	AF/I
	Good communication and interpersonal skills	AF/I
	Good organisational and time management skills	AF/I
	Ability to work collaboratively with teachers and others	
	Ability to supervise others effectively, as required	
	Ability to take responsibility and work with autonomy within set boundaries	
Training	Willingness to undertake further professional training as appropriate	AF/I
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up

our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.