

# St John's C of E VA First School



**Together, we will give our children the  
'ROOTS TO GROW' and the 'WINGS TO FLY.'**

## JOB DESCRIPTION

<b>Job Number:</b>	N1635
<b>Directorate:</b>	Children and Young People
<b>Service:</b>	Schools
<b>Job Title:</b>	Support Staff undertaking "Specified Work" <b>(HLTA)</b>
<b>Reports To:</b>	Headteacher, Deputy Headteacher, SEND Coordinator (SENCO)
<b>Main Purpose of Job:</b>	
<p>To complement the professional work of teachers by taking responsibility for delegated learning activities under an agreed system of supervision. This involves a contribution to the planning and preparing of lessons, within a framework set by the assigned teacher, delivering learning activities for individuals/groups or whole classes without the presence of the teacher and monitoring pupils by assessing, recording and reporting their achievements, progress and development.</p> <p><i>"Specified work" is defined in Section 133 of the Education Act 2002 as being these activities:</i></p> <ul style="list-style-type: none"><li><i>(a) planning and preparing lessons and courses for pupils;</i></li><li><i>(b) delivering lessons to pupils. This includes delivery via distance learning for computer aided techniques;</i></li><li><i>(c) assessing the development, progress and attainment of pupils; and</i></li><li><i>(d) reporting on the development, progress and attainment of pupils.</i></li></ul>	
<b>Main Responsibilities and Duties:</b>	
<p>Under an agreed system of supervision of an assigned Qualified Teacher:</p> <p>Plan challenging teaching and learning objectives to meet a diversity of pupils' needs and interests, including those in out of school contexts.</p> <p>Organise and manage a safe and purposeful learning environment; select and prepare resources appropriate to learning activities, taking account of pupils' interests and language and cultural backgrounds; use ICT to support learning activities and develop pupils' competence and independence in its use.</p>	

Develop and deliver structured teaching and learning activities for individuals, groups or whole classes within the local and national framework, eg English, Maths, Early Years, and Personal Learning Plans (PLPs); adjust activities according to pupils' responses during lessons; promote the inclusion of all pupils in the learning process.

Supervise the work of teaching assistants and voluntary adult helpers who are supporting teaching and learning in the classroom, including the allocation, direction and monitoring of their work.

Encourage pupils to work co-operatively with each other within an established discipline policy, anticipate and manage pupil behaviour and promote self-control and independence. Provide feedback for pupils in relation to progress and achievements.

Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives to inform future planning.

Record progress and achievement in lessons/activities systematically and provide evidence to the assigned teacher, using objective and accurate feedback of the range and level of progress and attainment achieved.

Provide constructive feedback, advice and guidance on pupil progress and achievement to parents, encourage the role of parents in pupils' learning and participate in meetings with parents.

Implement and assist with the development of policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection; report concerns to the appropriate authorised person.

Assist with the development of appropriate multi-agency approaches to supporting pupils.

Manage and develop a specialist area, eg ILI, ELSA, Maths 1 to 1

## **SUPPORTING PROCESSES**

### **Problem Solving and Creativity:**

Plans challenging learning activities for individuals, groups and, on occasions, for whole classes based on assessments of pupils' prior knowledge and understanding. Develops teaching and classroom management strategies to achieve appropriate learning objectives; prepares resources needed to deliver strategies, eg to assist a pupil who is experiencing difficulty in learning.

Identifies and prepares the resources needed to successfully deliver the strategies. Contributes ideas to the development of school policies and procedures eg behaviour, safety and security.

A variety of interpersonal techniques are needed to establish productive relationships with pupils, parents, carers and outside agencies, eg adjusting the style of approach to a parent who becomes aggressive.

Teaching activities and resources may need to be adjusted during lessons according to pupil responses, in order to ensure that lesson objectives are being achieved and all pupils are engaged, eg providing alternative equipment to overcome learning barriers, redirecting the work of other teaching assistants. A strong grasp of behaviour strategies is needed to deal with challenging behaviour which is disrupting effective teaching and learning or to cater for the needs of a pupil with substantial physical difficulties or a health problem.

Responding to the attitude and behaviour of pupils by exercising sound judgement in the context of school policies and procedures, eg in addressing bullying, harassment or prejudice.

#### **Decision Making:**

Works under the supervision of an assigned teacher and within agreed school policies and procedures, and IEPs. Assesses pupils' learning needs and decides activities which best meets those needs. Selects resources, including the deployment of other teaching assistants and voluntary helpers. During teaching activities has to continually assess their effectiveness on pupils' learning and decide if and what to change.

Takes immediate decisions without referral to the assigned teacher to deal with issues of teaching and learning, care, control and safety of pupils during lessons eg to make judgements about the effectiveness of a teaching style or activity and to make changes considered appropriate to deal with challenging behaviour. Guidance and support will be readily available from teaching staff and more complex or controversial decisions will be referred to the assigned teacher.

#### **Physical Effort and Working Conditions:**

A normal school environment although there may be an involvement in external school activities, such as swimming and educational visits for which rigorous risk assessments are conducted.

Some of the working days spent standing, with periods of crouching/bending, to engage pupils in activities.

When negotiated and agreed with pupils, parents or carers substantial physical effort may be required on a regular basis when providing assistance to pupils with significant physical disabilities. There may be an occasional need to physically lift pupils, such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

Occasional physical risks relating to intervention and incidents of challenging behaviour, including aggression, which are encountered with pupils who have psychological and/or physical disabilities.

#### **Contacts and Relationships:**

There is frequent discussion with teaching staff to receive and provide information and guidance about teaching and learning activities (planning, preparation, delivery of teaching and learning activities, assessment, marking and recording) and the educational, pastoral, physical and emotional needs of pupils.

Continuous interaction with pupils to assess their learning needs, to deliver learning activities, to develop productive working relationships, to promote the inclusion and acceptance of all pupils in the classroom and to encourage independence and self-reliance.

There is continuous contact with other teaching assistants and voluntary adult helpers to guide, direct and allocate their work and to receive and provide information about teaching and learning processes and the educational, pastoral, physical and emotional needs of pupils.

There is regular contact with parents/carers and occasional contact with outside agencies, to provide advice and guidance, eg giving feedback on pupil progress, encouraging and advising parents in their role of supporting pupil learning, dealing with sensitive issues connected with pupils' behaviour or personal needs.

There is occasional contact with Health Service Professionals to ensure that appropriate daily support is given to pupils with known medical conditions.

**Additional Information:**

Above the timetabled teaching sessions, HLTAs may be required to cover Teachers' absence, sometimes at short notice.

**Knowledge, Skills and Experience:**

Will have met Higher Level Teaching Assistants' standards that are set at Level 4 of the National Qualifications Framework or equivalent qualifications or experience; numeracy and literacy skills equivalent to NVQ Level 2 in English and Maths; training in relevant learning strategies eg literacy; specialist skills/training in curriculum or learning area eg bilingual, sign language, ICT, therapeutic techniques. Will have awareness of national frameworks, typical curricular, teaching methods and expectations in the key stages or phases.

Able to use ICT effectively to support learning; full working knowledge of relevant policies, codes of practice and legislation; working knowledge and experience of implementing national/foundation stage curriculum and other relevant teaching programmes/strategies; good understanding of child development and learning processes; understanding statutory framework relating to teaching; understand the legal definition of Special Educational Needs and familiar with guidance in SEN Code of Practice; ability to organise, lead and motivate others, consistently improving own practice/knowledge through self-evaluation and learning from others; ability to relate well to pupils and adults; work constructively as part of a team; ability to organise, lead and motivate a team of adults working in the classroom; understanding classroom roles and responsibilities. Personal qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, good oral communication skills.

Extensive experience of working with pupils of the relevant age in an educational setting.

**Agreed that the Job Description is a fair and accurate statement of the requirements of the job:**

Job Holder: .....	Date: .....
Line Manager: .....	Date: .....
Designated Senior Manager: .....	Date: .....

# PERSON SPECIFICATION

Post Title: CLASS TEACHER

Specification	Essential	Desirable
<b>Qualifications and Experience</b>		
GCSE English and Maths grade 4 or above	X	
HLTA status or equivalent		X
Experience of effective classroom behaviour management	X	
Training or experience in at least one intervention		X
<b>Knowledge and Understanding</b>		
Awareness of the EYFS, Key Stage 1 and Key Stage 2 Curriculum.	X	
Expertise in at least one curriculum area		X
<b>Professional Skills and Attributes</b>		
Excellent organisational skills	X	
Ability to deliver lessons, following planning provided by the class teacher or a scheme of work	X	
Ability to plan a sequence of lessons		X
Ability to use a range of strategies to support children's development (social and academic)	X	
Ability to adapt and modify learning opportunities as required	X	
Ability to keep accurate and appropriate records using IT systems	X	
Ability to liaise effectively with colleagues regarding planning and other areas	X	
Excellent written and oral communication skills with a range of people including adults and children	X	
Strong IT skills	X	
<b>Personal Qualities</b>		
Works effectively in a team and with other professionals	X	
Able to use initiative	X	
Positive attitude	X	
Shows enthusiasm	X	
Commitment to continuing professional development	X	
Able to uphold the school's Christian ethos and values	X	