

# St Francis Church of England Primary School

As a church school, we aspire to live life in all its fullness;  
Loving Faith. Loving People. Loving Learning.  
- following the footsteps of Jesus.



Our vision is at the core of everything we do. It underpins our teaching and learning, interactions and environment.

## Document Title:

## Person Specification and Job Description

for

## Higher Level Teaching Assistant (PPA Cover)

Required: 01/09/2024

Hours: 13.5 hours a week

Time of work: 1:05-3:35 pm (On staff meeting night – stay until 5 pm)

# Person Specification/Selection Criteria for Higher Level Teaching Assistant at St. Francis Church of England Primary School

*Note: Candidates failing to meet any of the essential criteria will automatically be excluded*

	Essential (E) Desirable (D)
<b>Qualifications</b>	
1. Minimum Level 3 TA/NVQ qualification	E
2. HLTA L4 or above qualification in the relevant field.	D
3. GCSE (Grade C (4+) or above) in English & Maths or recognised equivalent qualification.	E
4. Evidence of regular and recent professional development through CPD/INSET.	E
5. First aid training	D
6. Safeguard training	D
<b>Experience</b>	
1. Considerable and valid experience working with children in a primary school setting.	E
2. Experience of working with children who have a wide variety of educational needs.	E
3. Experience of liaising with parents/carers.	E
4. Experience of leading targeted support groups (interventions)	E
5. Experience of leading the learning of synthetic phonics	D
6. Experience of completing early reading and phonics assessments	D
7. Experience of leading whole class learning	D
<b>Knowledge &amp; Understanding</b>	
1. Knowledge of the HLTA standards	E
2. Knowledge of the main model of the school's teaching and learning policy	E
3. Knowledge of classroom roles and responsibilities.	E
4. Knowledge of the primary curriculum and other basic learning programmes/techniques.	E
5. Knowledge of the needs of all pupils, including children with SEND and EAL.	E
6. Knowledge and understanding of how children learn and how to motivate them.	E
7. Knowledge around a range of SEND needs	E
8. Knowledge of inclusive strategies and direct work to support children with ASD, Down's Syndrome and SLCN	E
<b>Skills &amp; Abilities</b>	
1. Work with the whole class – leading teaching and learning, including excellent behaviour management	E
2. Reinforce teaching points during teacher input.	E
3. Clear up misunderstandings and sort out misconceptions.	E
4. Teach new concepts as agreed according to the school's LTP and SoW	E
5. Plan, resource and set up teaching and learning activities linking to the appropriate SoW	E
6. Teach in a way that utilises pedagogical and behavioural routines to support the main model of the school's teaching and learning policy.	E
7. Model acceptable behaviour – language and interaction	E
8. Provide strategies for spelling, reading, and number skills.	E
9. Assess children's understanding of texts, reading skills and maths skills.	E
10. Suggest ways of developing learning.	E
11. Encourage good social skills and team skills.	E
12. Positively and effectively manage the behaviour of pupils.	E
13. Liaise with the SENCO, teachers and outside agencies.	E
14. Lead and support TA 2 and TA 3 staff you are working with	E
<b>Personal Characteristics / Other</b>	

1. Commitment to undertake in-service development and other CPD.	E
2. Be professional in you communication (including non-verbal communication) and interactions.	E
3. A commitment to ensure your practice and interactions support our Equity, Diversity, Inclusion and Justice work.	E
4. Commitment to safeguarding & protecting the welfare of children and young people.	E
5. Forms good working relationships with children, parents/carers, colleagues and other agencies.	E
6. Works as part of an effective team, showing enthusiasm, adaptability and flexibility.	E
7. Maintains confidentiality.	E
8. Has an empathic nature.	E
9. Demonstrates initiative in the classroom and working with children.	E
10. Willingness to participate in additional activities e.g. extra-curricular activities and events.	E
11. Provide support to pupils, which may include toileting and changing where appropriate.	E
12. Good communication skills in English, both verbally and in written form.	E
13. Good time management and organisational skills.	E
14. Willingness to support the school's vision, including Christian values.	E
<b>Application form, letter of application &amp; confidential references</b>	
1. Two fully supportive professional references (incl. recommendation from current employer).	E
2. Letters of application should address the criteria identified in this person specification, be no more than a maximum of 2 sides of A4 and contain no errors.	E

# Job Description

**Post Title:** Higher Level Teaching Assistant (HLTA) – PPA Cover

**Line Management:** Responsible to the Headteacher

**Liaising with:** Headteacher, Senior Leadership Team, Teachers, Support Staff, L.A. and External Agencies

**Responsible for:** Allocated Teaching Assistants

**Salary Scale:** Band F / SCP 17-23

**Working time:** 13.5 hours per week – Term-time only.

**Time of work:** 1:05-3:35 pm (On staff meeting night – stay until 5 pm)

## PURPOSE OF THE JOB

To provide class cover during PPA sessions – ensuring the same high standards of education and behaviour. To consistently meet the HLTA standards.

To provide support for pupils, the teacher and the school 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.

To complement teachers' delivery of the national curriculum and contribute to developing 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.

## Main Duties

### School Ethos

Vision:

As a church school, we aspire to live life in all its fullness; Loving Faith. Loving People. Loving Learning. – following the footsteps of Jesus.

At St. Francis we pride ourselves on a 'Family Feel' – we want our children to learn from the Bible in terms of how we can promote the values shared by Jesus – 'Love Faith'. We want our children to be happy and safe learners with strong friendships and a sense of belonging to their class and wider school peers – 'Love People'. This allows our children to be ready to show 'Love Learning'.

We want our children to know, have an understanding of and be able to act on our values rooted in the Bible: Love, Joy, Peace, Patience, Kindness, Goodness, Gentleness, Faithfulness and Self-Control.

- Work with the Headteacher and colleagues in creating, inspiring and embodying the ethos of the school, securing its vision with all members of the school community and ensuring an environment for learning and teaching that empowers both staff and children to achieve the highest standards.
- Live out the values of the school
- Take part in acts of collective worship in accordance with the school policy.
- Attend and participate in all celebrations intrinsic to the daily life of the school.
- Actively support the school's policies relating to equality and diversity, inclusion, health and safety, safeguarding and behaviour.
- Promote the school and celebrate its success at every opportunity.

## **Planning**

1. Plan and prepare lessons in keeping with the school's chosen Schemes of Work, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.
2. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.
3. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures.

## **Teaching and Learning**

4. Within an agreed system of supervision and a pre-determined lesson framework, teach whole classes.
5. Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
6. Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
7. Support the teaching of the National Curriculum and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
8. Be aware of and support differences and ensure all pupils have equal opportunities to learn and develop.
9. Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
10. 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
11. In accordance with arrangements made by the headteacher, 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 under Section 133 of the Education Act and STPCD.
12. Organise and safely manage the appropriate learning environment and resources
13. Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance
14. Encourage acceptance and integration of children with special needs, or from different cultures and/or with different first language
15. Support the role of parents/carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

## **Monitoring and Assessment**

16. Evaluate pupils' progress through various assessment activities – in keeping with the SoW and assessment schedule.
17. Assess pupils' responses to learning tasks and, where appropriate, modify methods to meet individual and/or group needs.
18. Monitor pupils' participation and progress and provide constructive feedback on their progress and achievement.
19. Assist in maintaining and analysing records of pupils' progress.
20. Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in providing appropriate support for specific children.

21. Support the teaching staff in reporting pupils' progress and achievements at parents' meetings, which are usually held outside school hours.

### **Mentoring, Supervision and Development**

22. Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.

23. Assist teachers in mentoring and mentoring other teaching assistants undertaking formal training.

24. Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.

25. Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.

26. 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 participate in staff meetings and training days/events as requested.

### **Behavioural and Pastoral**

27. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

28. Understand and implement school safeguarding and child protection procedures and comply with legal responsibilities.

29. Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

30. Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.

31. Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.

32. 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.

33. Supervise pupils in the playground and plan and organise playtime activities.

34. 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.

### **Other**

35. Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.

36. To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

37. To promote the safeguarding of children

38. To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

39. To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner

40. To undertake other duties appropriate to the post that may reasonably be required from time to time

### Support to Pupils

1. Establish good working relationships with pupils acting as a role model and being aware of and responding appropriately to individual needs
2. To ensure that all pupils have equal access to opportunities to learn and develop
3. To provide support to pupils, including those with special needs, ensuring their safety and access to learning activities. This may include toileting and changing children where appropriate, implementing related personal programmes including social, health, physical, hygiene, first aid and welfare matters
4. To assist with the development and implementation of IEPs and personal care programmes
5. To promote self-esteem and independence amongst pupils
6. To promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher
7. To provide feedback to pupils on their progress and achievement under the guidance of a teacher.
8. To support pupil's access and implement differentiated learning activities
9. To focus a pupil to engage with a learning task
10. Develop positive relationships with all children and promote their general progress, achievements, well-being and participation in all aspects of school life.

### Support for School

1. To be aware of and comply with policies relating to safeguarding and child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person
2. To contribute to the overall work and ethos of the school
3. To work as part of a team and support the role of other people in the team
4. To attend and participate in meetings as required, including staff meetings after-school
5. To undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management, and use this to support others
6. To assist with the supervision of pupils out of lesson time
7. To 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 a teacher

### Performance Management and Professional Development

- Take shared responsibility for your own continuing professional development by participating in a range of professional development opportunities e.g. staff training, staff meetings, INSET days, LA and other external training.
- Actively engage in the annual Performance Management review process in accordance with the school's policy and national guidance.
- Actively engage within live and planned coaching sessions.
- Respond to action steps set from viewed practice.
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities.



## HLTA Standards

Those awarded HLTA status must demonstrate, through their practice, that they:

### Professional Attributes

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people
6. Demonstrate a commitment to collaborative and cooperative working with colleagues
7. Improve their own knowledge and practice including responding to advice and feedback

### Professional Knowledge and Understanding

8. Understand the key factors that affect children and young people's learning and progress
9. Know how to contribute to effective personalised provision by taking practical account of diversity
10. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
11. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
12. Know how to use ICT to support their professional activities
13. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
14. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
15. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and equalities legislation
16. Know how other frameworks, that support the development and well-being of children and young people, impact upon their practice

### Professional Skills

#### Planning and Expectations

17. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
18. Use their area(s) of expertise to plan their role in learning activities
19. Devise clearly structured activities that interest and motivate learners and advance their learning
20. Plan how they will support the inclusion of the children and young people in the learning activities
21. Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

#### Monitoring and Assessment

22. Monitor learners' responses to activities and modify the approach accordingly
23. Monitor learners' progress in order to provide focused support and feedback
24. Support the evaluation of learners' progress using a range of assessment techniques
25. Contribute to maintaining and analysing records of learners' progress

#### Teaching and Learning Activities

26. Use effective strategies to promote positive behaviour
27. Recognise and respond appropriately to situations that challenge equality of opportunity
28. Use their ICT skills to advance learning
29. Advance learning when working with individuals
30. Advance learning when working with small groups
31. Advance learning when working with whole classes without the presence of the assigned teacher
32. Organise and manage learning activities in ways which keep learners safe
33. Direct the work, where relevant, of other adults in supporting learning



**Signatures**

This job description is current at the date below but will be reviewed on an annual basis. Following consultation with you it may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed .....  
Date .....  
**(HLTA)**

Signed .....  
Date .....  
**(Headteacher)**