The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

### Job details

**Job title:** Higher Level Teaching Assistant – Behaviour/Guidance/Support level 4  
**Directorate:** [School name - amend as appropriate]  
**Reporting to:** Headteacher  
**Grade:** SO2

### Job description

**Purpose of the post:** Under an agreed system of supervision, take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning.

**Main duties and responsibilities:**
- **Support for Pupils:**  
  - Take a lead role in managing and delivering pastoral support to pupils.  
  - Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable.  
  - Attend to pupils’ personal needs and provide advice to assist in their social, health and hygiene development.  
  - Undertake comprehensive assessments of pupils to determine those in need of particular help.  
  - Work with the Headteacher to develop and implement IEPs and behaviour mentoring plans.  
  - Take a lead role in the provision of support for pupils with special needs.  
  - Establish productive working relationships with pupils, acting as a role model.  
  - Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.  
  - Take a lead role in managing the speedy/effective transfer of pupils across phases/integration for those who have been absent.  
  - Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.  
  - Challenge and motivate pupils, promote and reinforce self-esteem.  
  - Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
Support for the Teacher:

- Manage liaison with feeder schools and other relevant bodies to gather pupil information.
- Support pupils’ access to learning using appropriate strategies and resources.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording.
- Provide objective and accurate feedback and reports as required, to other staff on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Take a lead role in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links.
- Take a lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
- Provide administrative support including dealing with correspondence, compilation, analysis, reporting on attendance and exclusions.

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Actively seek information and utilise the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School:

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Constitute 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 achievement and progress of pupils.
- Attend and participate in regular meetings.
Job Description and Person Specification

- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Deliver out of school learning activities within guidelines established by the school.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

**Line Management:**

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

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

**General requirements:**

- Take part in the school’s performance management system.
- Attend governing body meetings on a regular basis.
- Enhanced CRB Check.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
## Person Specification

[To add extra rows, right-click in the last row and select Insert > Insert Rows Below…]

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet Higher Level Teaching Assistant standards or equivalent qualification.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Working with or caring for children of relevant age.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4. Experience of working with pupils with additional needs.</td>
<td>✓</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Full working knowledge of relevant polices/codes of practice/legislation.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. Working knowledge of national curriculum and other relevant learning programmes.</td>
<td>✓</td>
<td></td>
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<tr>
<td>7. Understanding of principles of child development and learning processes and in particular, barriers to learning.</td>
<td>✓</td>
<td></td>
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<tr>
<td>8. Understand range of support services/providers.</td>
<td>✓</td>
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</tbody>
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<tr>
<th>Skills</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>9. Ability to plan effective actions for pupils at risk of underachieving.</td>
<td>✓</td>
<td></td>
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<tr>
<td>10. Ability to self-evaluate learning needs and actively seek learning opportunities.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11. Ability to relate well to children and adults.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>12. Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13. Display commitment to the protection and safeguarding of children and young people.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>