DEVORAN SCHOOL

JOB DESCRIPTION

School Based

Job title:	Higher Level Teaching Assistant (SEND)
Grade:	2
Responsible to:	Teaching staff, SENCO, Head of Department, Deputy Headteacher
Direct supervisory responsibility:	None
Indirect supervisory responsibility:	None
Important Functional Relationships:	Headteacher, teachers, pupils, teaching support staff, SENCOs, parents.

Main purpose of the job

To take a pro-active role as a key member of a multi-disciplinary team in the support of pupils, teachers, the curriculum and the school. To support the professional work of teachers in delivering programmes of work and taking responsibility for agreed learning activities under an agreed system of supervision.

Duties and responsibilities:

Support for teachers

1. To assist the teacher in the planning of work programmes for individuals and groups of pupils. To work within a framework set by the teacher, ensuring involvement in the lesson and feedback to pupils and colleagues is appropriately planned.

2. To produce lesson plans, worksheets etc as agreed with the teacher.

3. To deliver learning activities to pupils as agreed with the teacher, adjusting activities in accordance with pupils' needs.

4. To advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes within the agreed system of supervision.

5. To deliver parts of the lesson and carry out pre-determined educational activities and work programmes whilst promoting independent learning, as agreed with the teacher.

6. To monitor and evaluate pupils' progress and understanding of learning activities on an ongoing basis, ensuring that pupils' responses and attainments during the course of learning activities are systematically recorded in accordance with the agreed monitoring processes.

7. To provide detailed feedback to teachers with regard to pupils' progress and responses to learning activities and to produce reports on pupils' progress and achievements as required.

8. To meet with teachers, co-ordinators and SENCOs on a regular basis to review the provision of teaching support, discuss any updates in the curriculum/teaching activities and to consider the progress of individual pupils (including identification of any special support).

9. To assist teachers in making smooth transitions between educational phases for pupils.

10. To administer and invigilate examinations and tests as required by the teacher.

11. To undertake some marking of tests in accordance with school policies and in consultation with the teacher.

12. To support the teacher in the assessment of pupils' progress through feedback of observations of pupils.

Support for the Curriculum

13. To deliver local and national learning strategies (eg: literacy, numeracy, KS1/KS2, foundation stage, etc) and assist individuals and groups of pupils in developing knowledge, skills and attitudes as defined by the curriculum. To take into account the learning support involved to aid the pupils to learn as effectively as possible.

14. To remain aware and up-to-date with the school curriculum, the age-related expectations of pupils, the recognised teaching methods and the assessment frameworks for the subjects and age ranges in which they are involved.

15. To encourage the use of ICT and advance pupils' knowledge of ICT during the lesson.

16. To develop and update IEPs. To assess, monitor and record pupils' progress through IEPs, and make appropriate alterations to IEPS in order to ensure pupils' progress.

17. To be responsible for organising and managing teaching equipment, materials and other resources required to support the delivery of curriculum activities. To select and prepare teaching resources so as to deliver learning activities and recognise the diversity of pupils' needs and interests.

18. To advise on the appropriate use of specialist teaching aids, equipment, materials and other resources.

19. To be responsible for ensuring classrooms are left clean and tidy after lessons, and all teaching materials and resources accounted for and stored securely when not in use.

Support for pupils

20. To encourage pupils to interact and work co-operatively with others and to engage all pupils in learning activities.

21. To assess, monitor and record pupils' progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and educational needs of pupils to the teacher or headteacher as appropriate.

22. To contribute to the development of multi-agency approaches to supporting pupils.

23. To liaise with parents and carers on pupils' progress, difficulties, achievements and other relevant matters, ensuring sensitivity and respect with regard to such communications.

24. To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration. To encourage acceptance and inclusion of all pupils.

25. To promote pupils' independence and employ strategies which recognise and reward pupils' self-reliance.

26. To encourage social integration and individual development of pupils. To develop methods of promoting and reinforcing pupils' self-esteem.

27. To provide feedback to pupils in relation to all forms of progress and achievement.

28. To demonstrate and promote positive values, attitudes and high standards of behaviour. To anticipate and manage behaviour constructively, promoting pupils' self-control and independence.

29. To supervise and manage pupils' behaviour in accordance with the recognised behavioural standards and the school's established Discipline Policy to ensure an orderly and constructive environment for the class.

Support for the School

30. To assist with lunch and break time supervision of pupils on a rota basis in accordance with the school's procedures for playground supervision.

31. To accompany pupils on educational visits and outings. To deliver planned learning activities during the course of outings in accordance with the established guidelines.

32. To deliver other out of school learning activities as agreed with the teacher/head of department.

33. To be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information.

34. To network and establish constructive relationships with other relevant agencies and professionals with regard to the development of effective working practices, policies and strategies to support pupils' progress and achievement.

35. To administer minor first aid (as trained) and medically prescribed drugs (as per the approved procedure). To assist with pupils who are sick as needed.

36. To carry out administrative tasks associated with all of the above duties.

37. To remain aware and work within all relevant school working practices, polices and procedures. To contribute to the development of policies and procedures including child protection, Health and Safety, security, confidentiality and other key procedures.

38. To attend staff meetings and school-based INSET as required.

39. The post holder is responsible for his/her own self-development on a continuous basis.

40. To contribute to the overall ethos and aims of the school.

41. To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may noted during the course of duty.

42. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).

43. To undertake other duties appropriate to the grading of the post as required.

44. To maintain confidentiality of information acquired in the course of undertaking duties for the department.

PERSON SPECIFICATION

Job title: Higher Level Teaching Assistant

Department: Devoran School

Person specification prepared by: Cornwall Council & Headteacher

Date: October 2026

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Relevant Experience	Good standard of practical knowledge, skills and experience of working with pupils within a learning environment.	Relevant experience to include providing specialist support within certain areas of the curriculum, or with specialist pupil groups.	Application form. Interview.
Education & Training	Attainment of GCSE's grade C/ NVQ level 2 or above in English & Maths (or able to demonstrate equivalent levels of numeracy & literacy). Meet the HLTA standards through completion of the recognised HLTA training and assessment routes.	Working towards attainment of a recognised teaching qualification.	Application form.
Special Knowledge & Skills	Good listening & communication skills. ICT skills – able to support learning through ICT. Working knowledge of implementing relevant learning programmes. Knowledge of statutory frameworks relating to teaching. Practical skills relating to planning and utilising individual learning programmes.		Application form. Interview.
Any Additional Factors	Self-motivated, able to lead and motivate a team. An interest in pupils, ability to relate well to children and adults. Ability to work to deadlines and methodical approach to work. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.		Interview.