LONDON BOROUGH OF NEWHAM JOB SPECIFICATION

Title of Job: Classroom Practitioner (HLTA level) Section: Schools

Grade: Scale 6/SO1

JOB DESCRIPTION

PERSON REPORTS TO: Member of school management or designated Senior Manager, with work directed by class teachers

STAFF SUPERVISED: Teaching Assistants when required

PURPOSE OF JOB: To support the education and welfare of pupils as directed by class teachers, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements.

In your role you will be working with whole classes, smaller groups and individuals.

EQUAL OPPORTUNITIES:

The Council has a strong commitment to achieving equality of opportunity in both services to the community and the employment of people and expects all employees to understand and promote its policies in their work.

DUTIES AND RESPONSIBILITIES

A - Professional Standards

1. To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.

2. To demonstrate and promote the positive values, attitudes and behaviour expected from the pupils at all times.

3. To work collaboratively with colleagues, and carry out your role effectively, knowing when to seek help and advice.

4. To liase sensitively and effectively with parents and carers, recognising their roles in pupils' learning.

5. To improve your own practice, including through observation, evaluation and discussion with colleagues.

The following teaching and learning activities in sections B to E should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the head teacher of the school. The sentences in Italics are "specified work" which may happen in the absence of the teacher from the classroom. However the original class teacher remains responsible for its pupil's progress.

B - Planning and Expectations

1. Contribute effectively to teachers' planning and preparation of lessons.

2. *Planning and preparing of lessons for pupils.*

3. Work within a framework set by the teacher, plan your role in lessons including how you will provide feedback to pupils and colleagues on pupils' learning and behaviour.

4. Contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.

5. Contribute to the planning of opportunities for pupils to learn in out-of-school contexts, in accordance with school policies and procedures.

C - Monitoring and Assessment

1. Support teachers in evaluating pupils' progress through a range of assessment activities.

2. *Evaluate pupils' progress through a range of assessment activities.*

3. Monitor pupils' responses to learning tasks and modify your approach accordingly.

4. Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.

5. Contribute to maintaining and analysing records of pupils' progress.

6. *Maintain and analyse records of pupils' progress*

7. Assessing the development, progress and attainment of pupils.

8. *Reporting on the development, progress and attainment of pupils.*

9. Assist in managing pupil data by gathering information inputting data and considering results.

D - Teaching and Learning Activities

1. *Delivering lessons to pupils. This includes delivery via distance learning or computer aided techniques.*

2. Use clearly structured teaching and learning activities that ensure you maintain interest and motivate pupils, and advance their learning.

3. Communicate effectively and sensitively with pupils to support their learning.

4. Promote and support the inclusion of all pupils in the learning activities in which they are involved.

5. Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.

6. Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.

7. Where relevant, to guide the work of other adults supporting teaching and learning in the classroom.

8. Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

9. Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.

E – Supervision

1. To provide first line supervision of Teaching Assistants, including organising placements and arranging cover.

2. To provide guidance to Teaching Assistants, including role modelling and supporting their training and assisting in assessing needs.

3. To represent Teaching Assistants at meetings, ensuring their role is included in the planning of work and the achievement of school aims.

4. To assist in managing pupil data by gathering information, inputting pupil data and considering the results.

5. To undertake Performance Management and appraisal of staff supervised

F – Other

1. To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.

2. To supervise pupils during breaks and/or lunchtimes if required.

3. Carry out routine clerical tasks e.g. collecting trip money, distributing letters and producing class lists.

4. Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the teacher/head teacher.

Person Specification for the post of Classroom Practitioner (HLTA level)

These are the criteria upon which the selection process will be based. At each stage of the process the merits of each applicant will be assessed to determine how far the criteria have been matched. These stages are:-

A) Short listing by the selection panel.
B) Interview by selection panel.

	Factor		**Requirement**
1.	Education, Training and Qualification:	1.	To have a qualification at minimum level 2 in the National Qualification Framework in English and Mathematics. A degree would be desirable.
		2.	Have obtained or be prepared to obtain Higher Level Teaching Assistant status.
2.	Experience:	1.	Experience of 3 years of more working in a school.
		2.	Experience of advancing pupils learning in a range of classroom settings, including working with individuals, small groups and whole classes.
3.	Knowledge and Understanding:	1.	To have sufficient understanding of specialist area (if appropriate; for example, a subject base, in support of an age phase or pupils with particular needs) to support pupils' learning, and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
		2.	To be familiar with the school curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which you are involved.
		3.	To understand the aims, content, teaching strategies and intended outcomes for the lessons in which you are involved, and understand the place of these in the related teaching programme.
		4.	To know how to use ICT to advance pupils' learning, and can use common ICT tools for your own and pupils' benefit
		5.	To know the key factors that can affect the way pupils learn.
		6.	To be aware of the statutory frameworks relevant to your role.
		7.	To know the legal definition of Special Educational Needs (SEN), and are familiar with

		the guidance about meeting SEN given in the SEN Code of Practice.
		8. To know a range of strategies to establish a purposeful learning environment and to promote good behaviour.
		9. Have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4.	Commitment to and understanding of:	1. The Equal Opportunities practice throughout the school including the Authority's policy of inclusive education.