

Lead Senior Teaching Assistant

Grade:	Scale 6	Hours:	36.25 hours per week, term time. 39 weeks per year
Responsible to:	Class Teacher	Manages:	Up to 15 Teaching Assistants

Purpose of the Job

1. **Educational Support:** Provide higher-level support for teaching and learning while adhering strictly to the school's aims, objectives, schemes of work, policies, and national requirements.
2. **Classroom Delivery:** Under the direction of the class teacher work with whole classes, small groups, and individual students carrying out 'specified work' as regulated under Section 133 of the Education Act 2003*
3. **Team Leadership:** To Lead, supervise, and manage a small team of teaching assistants and learning support staff, taking full responsibility for their Performance Management Reviews.
4. **To supervise classes** in the short-term absence of the class teacher, in line with the school's cover procedures, maintaining an orderly and supportive teaching environment.

Duties and Responsibilities

A. Personal and professional conduct

- Build, sustain, and maintain respectful, consistent, and positive relationships with pupils to support their development as learners.
- Actively demonstrate and promote the positive values, attitudes, and behaviours expected of all pupils at all times.
- Work collaboratively with colleagues, execute job roles effectively, and proactively seek help or advice when necessary.
- Liaise sensitively and effectively with parents and carers, actively recognising and respecting their crucial role in the pupils' learning process.
- Continually improve personal professional practice through regular observation, self-evaluation, and constructive discussion with colleagues

B. Planning and Expectations

Under the direction and supervision of a teacher:

- Contribute effectively to the teacher-led planning and preparation of lessons
- Plan your specific role within lessons based on frameworks set by the teacher, determining how to provide clear feedback on learning and behaviour to both pupils and colleagues.
- Assist effectively in selecting and preparing diverse teaching resources that cater to the varying needs and interests of pupils.
- Help plan external learning opportunities in out-of-school contexts, strictly aligned with school policies and procedures

C. Monitoring and Assessment

Under the direction and supervision of a teacher:

- Support teaching staff in evaluating pupil progress by executing a variety of assessment activities.
- Actively monitor pupil responses to learning tasks and dynamically modify your instructional approach as required.
- Track pupil participation and progress, ensuring constructive feedback is given to teachers and encouraging support is given to pupils.
- Accurately maintain and analyse records regarding pupil progress.

D. Teaching and Learning Activities

Under the direction and supervision of a teacher:

- Implement structured teaching and learning activities designed to maintain pupil interest, keep them motivated, and advance their learning.
- Communicate clearly, effectively, and sensitively with pupils to enhance their learning experience.
- Support and promote full inclusion for all pupils across all assigned learning activities.
- Deploy positive behaviour management strategies in line with school policies to foster a purposeful learning environment.
- Advance student learning across various settings, including leading whole classes, small groups, or individual sessions during the short-term absence of the teacher.
- Guide and direct the work of other support adults present within the classroom environment.
- Recognise and respond effectively to equal opportunity issues, challenging stereotypes, bullying, or harassment in accordance with school procedures.
- Safely manage and organise assigned learning activities, the physical teaching space, and relevant resources.
- *Take responsibility for ensuring the outside playground activities are relevant and engaging.*

E. Supervision

Under the direction and supervision of a teacher:

- Provide first-line supervision for Teaching Assistants, which includes organising placements and arranging cover.
- Offer guidance and role-modelling to Teaching Assistants, supporting their professional training and assisting in the assessment of their continuing professional development (CPD) needs.
- Represent the interests of Teaching Assistants at staff meetings, ensuring their roles are seamlessly integrated into work planning and school aims.
- Conduct formal Performance Management appraisals for all supervised staff.

F. Other General Duties

- Produce, set up, and maintain classroom resources, displays, and physical layouts in consultation with the class teacher.
- Supervise pupils during scheduled breaks as required.
- Undertake any other appropriate duties relevant to the purpose, grading, and competency of the post as reasonably requested by the designated manager or Headteacher

Person Specification - Senior Level Teaching Assistants

Knowledge	Essential	Desirable
<p>Specialist Expertise: Possess sufficient knowledge in at least two specialist area to effectively aid learning and confidently acquire new knowledge as required:</p> <ul style="list-style-type: none"> ● Communication, Language and Literacy: expertise on specialised communication frameworks, Augmentative and assistive communication (AAC) strategies such as Signalong, use of symbols, communication aids, PODD ● Physical: move, yoga, rebound ● Exploration: knowledge and skills to teach maths and science ● Use of ICT to support teaching and learning, independence, communication and pupil assessment. ● Physical: expertise in a range of physical activities, e.g. swimming, move programme, yoga, rebound, dance, walking group ● Discover my world: knowledge and skills for Inclusive teaching opportunities in creative arts , drama, geography history, RE or music ● Specific support for pupils with sensory impairment: VI, HI or MSI. 	Yes	
<p>Curriculum & Frameworks: Maintain familiarity with the school curriculum, age-related student expectations, core teaching methodologies, and relevant testing/examination frameworks for assigned age groups.</p>	Yes	
<p>Lesson Objectives: Understand the overarching aims, content delivery strategies, and intended outcomes for lessons, and recognize how they fit into the broader instructional programme.</p>	Yes	
<p>Learning Factors: Know and understand the core developmental and environmental factors that affect how pupils learn</p>	Yes	
<p>Statutory Standards: Maintain awareness of statutory frameworks relevant to the role.</p>	Yes	

2. Skills & Abilities	Essential	Desirable
<p>Communication: Ability to communicate with both pupils and adults clearly, sensitively, and effectively in professional settings.</p>	Yes	
<p>ICT Literacy: Competency in leveraging Information and Communication Technology (ICT) tools to advance pupil learning and support personal administrative duties.</p>	Yes	
<p>Classroom Management: Mastery of a range of strategies to establish a purposeful learning environment and promote excellent behaviour.</p>	Yes	
<p>Leadership & Supervision: Proven ability to successfully manage, coordinate, and supervise the day-to-day work of a team of teaching assistants.</p>	Yes	
<p>Staff Development: Ability to provide clear professional support, mentoring, and guidance to colleagues regarding continuing professional development (CPD) opportunities.</p>	Yes	
<p>School Development: Ability to contribute meaningfully to the review and evaluation of the school's overarching Development Plan.</p>	Yes	

Experience	Essential	Desirable
Instructional Support: Significant, proven experience providing high-quality support for teaching and learning within a school environment	Yes	
Independent Class Management: Demonstrated experience advancing pupil learning across individual, small group, and whole-class settings without the assigned teacher present for short periods of time	Yes	
Staff Appraisal: Experience in conducting formal Performance Management reviews, supervising support staff, and arranging staff timetables or cover is highly desirable		Yes

Education and Training	Essential	Desirable
Meet the national standards for Higher Level Teaching Assistant status or possess an equivalent recognized qualification	Yes	
Core Qualifications: Verified literacy and numeracy qualifications (e.g., GCSE Grade C/4 or equivalent) to confidently support academic delivery.		Yes
Continuous Professional Development: Commitment to ongoing personal practice improvement through regular observation, self-evaluation, and peer collaboration	Yes	

Specified work

6.—(1) Each of the following activities is specified work for the purposes of these Regulations—

- (a) planning and preparing lessons and courses for pupils;
- (b) delivering lessons to pupils;
- (c) assessing the development, progress and attainment of pupils; and
- (d) reporting on the development, progress and attainment of pupils.

(2) In paragraph (1)(b) “delivering” includes delivery via distance learning or computer aided techniques.