



**JOB DESCRIPTION**

<b>Post title</b>	Higher Level Teaching Assistant
<b>Reporting to</b>	Senior Leadership Team
<b>Working Time</b>	27.5 hours per week, term time plus insets
<b>Salary/Grade</b>	G6 without HLTA accreditation FTE £22,183 - £24,491 (Actual £14,292 - £15,988) G7 with HLTA accreditation FTE £24,982 - £27,741 (Actual £16,095 - £18,110)

<b>PURPOSE OF THE POST</b>	
<b>Responsible for</b>	<ul style="list-style-type: none"> <li>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/ groups or short term for whole classes.</li> <li>Responsible for the management and development of specialist area within the school.</li> <li>Deliver specific time limited interventions in small groups or 1 to 1</li> <li>Monitor students' progress and assessing, recording and reporting on students' achievement, progress and development will be integral to this role.</li> <li>To fully engage in active participation in all staff meetings and CPD</li> <li>Build positive working relationships and links with parents/carers</li> <li>Develop links with outside agencies who are working with the students.</li> </ul>
<b>Liaising with</b>	Principal, Senior Leadership Team, SENCOs, teachers and non-teaching support staff, students, local authority staff, parents/carers.
<b>Working conditions</b>	<p>The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.</p> <p>The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.</p>
<b>Characteristics of the post</b>	<p>The post-holder will be required to work across the Trust and across the age range of school children. The ability to occasionally attend meetings as required by the Headteacher/Line Manager. Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> <li>Evidence of entitlement to work in the U.K.</li> <li>Childcare Disqualification Declaration (where applicable)</li> <li>Evidence of essential qualifications – see page 1 of this job specification</li> <li>Two satisfactory references</li> <li>Confirmation of medical fitness for employment</li> <li>Registration with appropriate bodies (where applicable)</li> </ul> <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. An Enhanced DBS Disclosure</p>

<b>MAIN (CORE) DUTIES</b>	
<b>Working with students</b>	<ul style="list-style-type: none"> <li>• Take a lead role in the provision of support for students with special educational needs and disabilities.</li> <li>• Provide learning support for students in class or in withdrawal situations, either 1:1 or in small groups.</li> <li>• Through a programme of support ensure newly-arrived students feel confident to be able to achieve desired outcomes and that they feel secure in the school environment.</li> <li>• Proactively address equality issues in a positive and constructive manner with students and adults in order to contribute to community cohesion within and beyond the school.</li> <li>• Assess the needs of students and use detailed knowledge and specialist skills to support students' learning.</li> <li>• Establish productive working relationships with students, acting as a role model and setting high expectations.</li> <li>• Develop and implement Individual Education Plans.</li> <li>• Promote the inclusion and acceptance of all students within the classroom.</li> <li>• To work with students, understanding how to motivate and encourage them to achieve and develop, through the development of their attributes, skills and knowledge.</li> <li>• To build and maintain successful relationships with students, treat them consistently whilst recognising and responding to their individual needs.</li> <li>• Encourage students to interact and work co-operatively with others and engage all students in activities.</li> <li>• Promote independence and employ strategies to recognise and reward achievement of self-reliance.</li> <li>• Provide feedback to students in relation to progress and achievement.</li> </ul>
<b>Classroom support</b>	<ul style="list-style-type: none"> <li>• Organise and manage an appropriate learning environment and resources.</li> <li>• Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.</li> <li>• Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.</li> <li>• Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.</li> <li>• Provide positive reinforcements, praise and awards.</li> <li>• Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.</li> <li>• Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.</li> <li>• Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.</li> <li>• Administer and assess/mark tests and invigilate exams/tests.</li> <li>• Production of lesson plans, worksheet, plans, etc.</li> </ul>
<b>Curriculum responsibilities</b>	<ul style="list-style-type: none"> <li>• Deliver learning activities to students within agreed system of supervision, adjusting activities according to pupil responses/needs.</li> <li>• Deliver local and national learning strategies, e.g., literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of students' skills.</li> <li>• Use ICT effectively to support learning activities and develop students' competence and independence in its use.</li> <li>• Select and prepare resources necessary to lead learning activities, taking account of students' interest and language and cultural backgrounds.</li> <li>• Advise on appropriate deployment and use of specialist aid/resources/equipment.</li> <li>• Facilitate inclusion in small group activities and support interaction</li> <li>• To be familiar with the school curriculum, the age-related expectations of students and main teaching methods for age ranges in which you are involved.</li> <li>• Working with the SENCO and SLT to sustain high expectations and excellent practice in teaching and learning for students with SEND throughout the school.</li> </ul>
<b>Wider school responsibilities</b>	<ul style="list-style-type: none"> <li>• Deliver out of school learning activities within guidelines established by the school.</li> <li>• Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.</li> </ul>

	<ul style="list-style-type: none"> <li>• Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.</li> <li>• Contribute to the overall ethos/work/aims of the school.</li> <li>• Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.</li> <li>• Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.</li> <li>• Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.</li> <li>• Perform any duties that the SENCO, Senior Leadership team of the School shall from time to time determine and are appropriate to the post.</li> <li>• To adhere to Health &amp; Safety Policies and ensure all tasks are carried out with due regard to Health &amp; Safety.</li> <li>• To work with due regard to confidentiality and the principles of Data Protection.</li> </ul>
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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

<b>Date completed</b>	June 2020
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**PERSON SPECIFICATION**

	<b>Essential</b>	<b>Desirable</b>
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• CELTA or equivalent qualification Meet Higher Level Teaching Assistant standards (G7) or working towards this qualification (G6)</li> <li>• Level 2 Numeracy/ Literacy.</li> <li>• Teaching Assistant standards or equivalent.</li> <li>• Training in relevant learning strategies e.g. literacy/numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Qualification in dyslexia/ learning difficulties.</li> <li>• Level 1 training in ASD.</li> </ul>
<b>Experience &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>• Awareness of how trauma, loss and relocation can affect the behaviour and learning potential of students.</li> <li>• Full working knowledge of relevant policies/codes of practice legislation.</li> <li>• Appropriate knowledge in First Aid.</li> <li>• Full working knowledge of relevant current policies, codes of practice and legislation</li> <li>• Working knowledge and experience of implementing national curriculum and other relevant learning programmes and strategies.</li> <li>• Understanding of statutory frameworks relating to teaching.</li> <li>• Have knowledge of effective strategies which aid children with communication and interaction difficulties.</li> <li>• Have an interest in how children learn and behave.</li> <li>• Care about children but particularly those who find learning and managing their behaviour difficult.</li> <li>• Understanding of SEND procedures</li> <li>• At least one year's experience of working with children of the relevant age range in a learning environment.</li> <li>• Specialist skills/training in curriculum or learning area e.g. bilingual, sign language, ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Have experience of working with children with literacy and numeracy difficulties.</li> <li>• Training in Literacy/Numeracy difficulties.</li> </ul>
<b>Competencies and other skills required</b>	<ul style="list-style-type: none"> <li>• Can use ICT effectively to support learning.</li> <li>• Constantly improve own practice/knowledge through self-evaluation and learning from others.</li> <li>• Ability to relate well to children and adults.</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.</li> <li>• Good communication skills both written and verbal.</li> <li>• Good organisational skills.</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Be productive, creative and show initiative.</li> <li>• Enthusiasm for helping support both staff and SEND students.</li> <li>• Be a responsible and trustworthy role model.</li> <li>• Sensitivity to the needs of all individuals.</li> <li>• Have patience with students who have difficulties with communication and interaction.</li> <li>• Be resilient.</li> </ul>	