

## Job Description

### Higher Level Teaching Assistant (HLTA) – Level 3/Level4

Permanent Contract – 32.5 hours a week, term time plus five days

#### Responsible to:

- The SENDCO
- The Assistant SENDCO

#### Post Purpose:

- To provide learning support for identified pupils with learning/SEMH/behavioural needs, within a classroom setting.
- To participate in the delivery of literacy interventions to a small group of KS3 or KS4 pupils.
- To be a positive advocate of SEND and support the Personal Development of pupils, promoting their independence, self-esteem and social inclusion.
- To be aware of, and support difference, and ensure all pupils have equal access to opportunities to learn and develop.

#### Working Relationships:

- SEND Faculty Staff
- Headteacher and Senior Leadership Team
- Faculty and Subject Leaders
- Teachers and Support Staff
- Pupils, Parents and Carers
- External Agencies

#### Working Time:

- Permanent, 32.5 hours per week, term time plus five days.

#### Main Duties and Responsibilities:

- To implement individual learning programmes for pupils or groups of pupils with Special Educational Needs/Additional Needs under the guidance and direction of the SENDCO and Assistant SENDCO.
- To participate in procedures regarding the SEND code of practice.
- To assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning, advising staff on resources required to maximise the achievement of such learners.
- To provide advice and support for teachers in respect of the learning needs and appropriateness of approach for pupils with learning, SEMH and/or behavioural difficulties.
- To assist with the preparation and implementation of individual support and learning programmes under the guidance and direction of the appropriate person.
- To assist in teaching self-organisation skills to enable pupils to cope independently with school and home learning tasks.

- To promote great learning habits: excellent presentation; learning resilience; independence; ability to meet deadlines and striving for excellence.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.
- To support pupils with specific needs and assist in movement around the school.
- To offer personal care for pupils with medical needs.
- To establish productive working relationships with pupils, acting as a role model and setting high expectations.
- To deliver structured and agreed tutoring for pupils.
- To implement individual learning programmes with individual pupils or with small groups including the use of computer aided learning packages.
- To prepare, maintain, use and improve all resources required to meet the lesson plans/learning activities.
- To plan, administer Assess/Plan/Do/Review cycles for selected SEND pupils.
- To support pupils within the mainstream classroom to enable them to access and respond to the curriculum, with a focus on literacy, (supporting reading, writing, communication and maths skills and the presentation and organisation of work) in partnership with the class teacher.
- To provide feedback to pupils in relation to progress and achievement.
- To share responsibility for the supervision of pupils in the mainstream classroom and to take that responsibility in a one-to-one or group withdrawal situation.
- To deliver all agreed interventions, recording achievements, progress, feedback, enter data and provide reports in an agreed and established format, as required.
- To use ICT as appropriate in this work.
- To support whole school reading strategies and interventions, as appropriate.
- To respond to the academic and pastoral needs of individual pupils.
- To participate in Annual Review and multi-agency meetings as required.
- To take the initiative, as appropriate, to develop multi-agency approaches to supporting pupils.
- To work closely with disaffected pupils whether they have learning and/or behavioural difficulties or are underachieving for whatever reason.
- To work both within and outside the classroom to support individuals and groups by providing appropriate interventions and activities, which will help to maintain or improve positive behaviour for learning.
- To encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- To support with the management of the behaviour of pupils according to the school's Policy for Outstanding Conduct and Behaviour so that effective learning can take place and maintain a constructive working environment in the classroom.
- To deal promptly with poor behaviour and unacceptable learning habits.
- To act as a member of the in-house support team for pupils and teachers in the delivery of Learning Support Programmes.
- To contribute to the development of provision for pupils with SEND across the whole school.
- To accompany staff on school trips, if required, and deliver out of school learning activities within guidelines established by the school.
- To work collaboratively, as part of a team, and adopt flexible working practices.
- To undertake break and lunch duties as required (including extra-curricular activities).
- Provide some cover supervision for absent colleagues in the SEND Faculty.

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

### **Other Activities:**

- To help plan, produce, organise, maintain and manage resources and records – worksheets, books, materials, technological aids and general equipment etc.
- To work with other Teaching Assistants on classroom and corridor displays within school as required.
- To assist in the promotion of good communication with parents/carers, teachers and other members of the community.
- To assist, as necessary, in the visits of any other support agencies who might be involved in the support of pupils referred for such support (speech therapist, physiotherapist, educational psychologist etc.).
- Making records of, and reports on, the personal and social needs of pupils.
- Communicating and consulting with the parents/carers of pupils.
- Supporting the role of parents/carers in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Communicating and collaborating with persons or bodies outside the school.
- Participating in all meetings relevant to the role.
- Providing or contributing to verbal and written assessments, reports and references relating to individual pupils and groups of pupils.
- Routine care of equipment and materials used or displayed by the school.
- Routine tidiness and presentation of designated work areas.
- To contribute to the extra-curricular commitment within the SEND Faculty.
- To support enrichment and extra-curricular activities as required.

### **Professional Development:**

- To continue own professional development as agreed with your line manager.
- To attend and participate in appropriate meetings.
- To participate in training and other learning activities.
- To actively engage in the Performance Management process for support staff.
- To appreciate and support the roles of other professionals.
- To recognise one's own strengths and areas of expertise and use these to advise and support others.
- To develop constructive working relationships and communicate effectively and professionally with other staff.

### **Discipline, Health and Safety:**

- Maintaining Behaviour for Learning and discipline among the pupils and safeguarding their health, safety and wellbeing when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere.
- To share responsibility for the health, safety and welfare of pupils at all times.

### **Staff Meetings:**

- Participating in meetings at the school, which relate to the curriculum for the school or the administration and organisation of the school, including pastoral arrangements.

## **Examinations:**

- Participating in arrangements for pupils' presentation for and supervision during such examinations.
- To support Access Arrangements for pupils, as directed, during public and school examinations and assist with exam invigilation when necessary.
- To provide amanuensis support during exam periods.
- To administer and assess/mark tests and invigilate exams/assessments.

## **Management of Resources:**

- Taking such part as may be required of them in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- To assist the SENDCO and Assistant SENDCO to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other Faculties to ensure the sharing and effective use of resources to the benefit of the school and the pupils.

## **Safeguarding and Equality:**

- To have a thorough understanding of up-to-date safeguarding requirements and best practice.
- To demonstrate an understanding and acknowledgement of the individual's responsibility for promoting and safeguarding the welfare of children and young people.
- To demonstrate a commitment to supporting and promoting safeguarding, pupil welfare, equality and diversity.
- To maintain an environment which feels safe and enables pupils to report any concerns or complaints.

## **Relationships:**

- The HLTA is responsible to the Headteacher in all matters but the direct line manager is the SENDCO.
- The postholder will interact on a professional level with colleagues within the school in order to enhance the efficiency and effectiveness of service delivery.
- The postholder will interact on a professional level with mainstream colleagues with other concerned agencies and seeks to establish and maintain productive relationships with them.
- The postholder will be aware of the overall responsibility of the Headteacher in relation to the management of the school and the education of its pupils and will seek to maintain productive relationships that are effective in providing for a pupil's special educational needs.

## **School Ethos:**

- To fully comply with the school's Policy for Child Protection and Safeguarding (and related policies) to promote and safeguard the wellbeing of all young people at all times.
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and pupils follow this example.
- To promote actively the school's corporate policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- To proactively promote an atmosphere of mutual support, respect, recognition and celebration of the diversity in our school.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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

This job description is written at a specific time and is subject to change as the demands of the school and the role develops. The role requires flexibility and adaptability and employees of the school need to be aware that they may be asked to perform tasks and be given responsibilities not detailed in this job description.

# Person Specification – Higher Level Teaching Assistant

	Essential	Desirable
<b>Qualifications/Training/Knowledge</b>		
A good standard of general education.	✓	
5 or more GCSE or Level 2 qualifications with English and Maths at Grade B or above.	✓	
Relevant Level 3 or 4 qualification in Teaching Assistance or a degree in a relevant curriculum subject.	✓	
Training in special educational needs strategies.		✓
<b>A successful record of:</b>		
A successful record of employment.	✓	
Experience of working with young people in an educational setting (within specified age range/subject area) or experience of tutoring.	✓	
Classroom experience at primary and/or secondary school level.	✓	
Supporting literacy and numeracy across a range of subjects the curriculum and delivering interventions.	✓	
Supporting numeracy across a range of subjects the curriculum and delivering interventions.		✓
Participation in, and commitment to, extension and extra-curricular activities.		✓
Mentoring either as a mentor or mentee.		✓
Improving the practice of others.		✓
<b>Competencies/Abilities</b>		
Promote and safeguard the wellbeing of all young people.	✓	
Develop positive relationships with pupils and staff.	✓	
Communicate highly effectively with a wide range of audiences.	✓	
Contribute to improvements of learning and teaching.	✓	
Make most effective use of ICT, including ICT for effective learning and teaching.	✓	
Demonstrate yourself as a role model in terms of hard work, commitment to best practice in learning and teaching, personal presentation and attitude to all members of the school community.	✓	
Work independently and show initiative.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Understand classroom roles and responsibilities and your own position within these.	✓	
Self-evaluate learning needs and actively seek learning opportunities.	✓	
Support the school ethos of high standards of behaviour for learning.	✓	
Deal sensitively with people and resolve conflicts.	✓	
Teach literacy skills which support the National Curriculum in English.	✓	
Professionally develop other colleagues.		✓
Support pupils with English as an Additional Language (EAL).		✓
<b>Personal Qualities</b>		
A growth mind-set and commitment to lifelong learning.	✓	
Exemplary attendance and punctuality.	✓	
Professional presentation and manner.	✓	
Demonstrate impact and presence.	✓	
Willingness to take a full part in the life of the school.	✓	
A genuine commitment to inclusive comprehensive education.	✓	
Pupil-centred educational principles rooted in a willingness to continuously improve learning and teaching across the school.	✓	
High profile with pupils, parents/carers, staff and other stakeholders.	✓	
An effective team member.	✓	
Ability to motivate, inspire, enthuse and engage learners in the subject areas.	✓	
Be able to initiate ideas, set own targets and meet own and other people's deadlines.	✓	
Excellent personal numeracy and literacy skills.	✓	
Strong interpersonal skills with all.	✓	
Well-developed communication and organisational skills.	✓	
Problem solving ability and a solution focused approach to work.	✓	
Sensitivity and understanding to help build productive relationships with pupils.	✓	
Commitment to always maintaining confidentiality.	✓	
A flexible approach.	✓	