

Higher Level Teaching Assistant

Job Description

Job Title	HLTA
Salary	Grade 7 (Point 19-22) £27,173 - £29,072 (actual) £32,061 - £33,699 (full time equivalent)
Contract	Full time, permanent, term time only, 37 hours per week
Responsible to	Alternative Provision Lead / Inclusion Manager
Responsible for	
Date of job description	October 25
Start date	As soon as possible

Primary purpose of the role & key responsibilities

- ☐ To work within the school's Alternative Provision department to support students, staff and take a lead on the delivery of interventions and alternative courses/qualifications
- ☐ Deal with problems arising from the day-to-day academic, behaviour and welfare issues of students.
- ☐ To liaise with parents, school counsellors and other staff and agencies as appropriate to provide students with necessary support and guidance.
- ☐ Plan, prepare and deliver learning activities for individuals and/or small groups.
- ☐ Monitor pupils and assess, record and report on pupils' achievement, progress and development.
- ☐ To work in a classroom setting with a teacher, or on a 1:1 basis, to support access to learning for students with additional needs and to provide general support to the teacher in the management of students in the classroom
- ☐ To have responsibility for the coordination and dissemination of information, advice and guidance
- ☐ To advise school staff on the graduated approach to meet the needs of children and young people with a range of additional needs
- ☐ To have accurate knowledge of the range of services/resources to meet the needs of students
- ☐ To consult and liaise with external providers to negotiate and establish appropriate provision for pupils with a range of needs.

Main responsibilities/duties

Support for students

- ☐ Supervise and support students in their access to learning.
- ☐ Establish good relationships with students; model and promote appropriate behaviour for the learning environment and respond to the educational/pastoral needs of each individual child
- ☐ To produce, in liaison with subject teachers, resources to help students to learn

- ☐ To have high expectations that encourage students to act independently and build self esteem
- ☐ To actively promote inclusive practice within the classroom to ensure acceptance of all students
- ☐ To encourage and support students to engage and participate in learning activities led by the subject teacher
- ☐ To impartially observe supported students in the learning environment and feedback to the subject teacher on attainment of learning objectives

Support for staff

- ☐ To support the AP Lead and Inclusion Manager to provide an alternative offer for key students across KS3 and KS4 that compliments their wider curriculum, enabling them to achieve at the highest level
- ☐ Support the AP team with the tracking, monitoring, progress and attainment of key students
- ☐ Assist the AP team in developing a team staff to ensure consistently high standards of support for students with a range of needs and challenges
- ☐ Undertake and/or support with the assessment of students to determine those in need of particular help; help in the coordination of referrals for external agencies where applicable/necessary
- ☐ Establish constructive relationships and work productively with parents and outside agencies
- ☐ Preparation for meetings as appropriate under the direction of the AP Lead and Inclusion Manager; attend review and planning meetings
- ☐ Manage the supervision of students excluded from, or not working to, a normal timetable e.g. arranging and developing 1:1 arrangements, ensuring appropriate work is provided in liaison with Curriculum Leaders and classroom teachers
- ☐ Lead training where appropriate for the AP and wider SEND teams
- ☐ Liaise with relevant teachers on student performance and progress.
- ☐ Support teachers in the promotion of excellent behaviour for learning.
- ☐ To support teachers with the implementation of strategies as identified on Support Plans
- ☐ To observe students in lessons to support the identification of need
- ☐ To support the SENCo, teachers and TAs to find further and more effective strategies to support students identified under the broad umbrella of this specific area of need
- ☐ To attend training
- ☐ To disseminate learning from training to the team of TAs and wider staff team as required
- ☐ To provide drop in support for teachers to discuss and learn more about students' individual needs
- ☐ To liaise with and learn from external agencies and professionals
- ☐ To support the AP Lead and Inclusion Manager in the identification, implementation, delivery and monitoring of specific interventions

Support for the curriculum

- ☐ Undertake structured and agreed learning programmes according to individual student needs.
- ☐ Help students to understand instructions.
- ☐ Support students' learning with respect to local and national learning strategies.
- ☐ Support students in their use of ICT as directed by the subject teacher.

Safeguarding

- ☐ Demonstrate a commitment to keeping young people safe
- ☐ Report any disclosures made using Bromcom

General

- ☐ Maintain positive relationships and work together as a team with colleagues
- ☐ Promote a culture of inclusion and acceptance of all students
- ☐ Contribute to the overall ethos and aims of the school and uphold the school values

- ☐ Undertake CPD relevant to the post and whole staff training, as required
- ☐ To attend and participate in regular meetings
- ☐ Liaise with curriculum areas to support the needs of students to promote achievement.
- ☐ To undertake any other associated duties as specified by the line manager, SENCO and headteacher.
- ☐ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- ☐ Be aware of and support difference and ensure equal opportunities for all
- ☐ Appreciate and support the role of other professionals

Person Specification

Selection criteria	Essential	Desirable	How assessed
EDUCATION & TRAINING	→ Excellent literacy and numeracy skills → An understanding of the difficulties faced by students with additional needs gaining access to the curriculum → NVQL2 for Teaching Assistants or equivalent qualifications → Good knowledge and understanding of the broad area of need specific to this role	→ Training in SEND specific areas of need and/or other relevant training related to family support and young people → NVQL3 for Teaching Assistants or equivalent qualifications → Confidence to deliver Maths interventions at KS3 and KS4	→ Application Form → Interview
EXPERIENCE	→ Experience working with young people → Experience engaging with families and/or supporting parents/carers	→ Experience working in a secondary school environment → Experience working with in an SEMH provision or similar setting → Experience of Thrive or similar intervention(s) → Basic administration duties	→ Application Form → Interview
SKILLS	→ Ability to motivate and enthuse young people with SEND and/or SEMH needs → Ability to readily establish professional relationships and work as part of a team → Good organisational and interpersonal skills → Good written, verbal and ICT skills → Flexibility and adaptability in order to be able to work and communicate with adults, parents and other external agencies → Ability to work systematically and be organised with attention to detail. → Can relate well to young people and adults → Can work as a member of a team as well as on own initiative	→ Knowledge and understanding of a secondary school environment → Basic counselling skills → First aid knowledge → Enthusiasm, confidence and empathy	→ Application Form → Interview

	→ Good communication skills → Ability to deliver courses to other TAs		
PERSONAL ATTRIBUTES	→ Enthusiastic, ambitious and adaptable → Positive, can-do attitude → Ability to be a presence around the school and within the AP → Ability to form and maintain appropriate relationships with children → Emotional resilience in working with children with challenging behaviour → Excellent attendance and punctuality → Good command of English language → Aligned with our school ethos and values → Flexible approach to work. → Motivated to make a difference to the quality of education students receive.	→ Ability to work without close supervision → Evidence of being able to build and sustain effective working relationships with staff, governors, parents and the wider community	→ Application Form → References → Interview
SPECIAL REQUIREMENTS	→ Fully supported references → Suitability to work with children (DBS)		