[](https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.thegfcschool.com%2Fwp-content%2Fuploads%2F2018%2F08%2FGFC-SCHOOL-Logo.jpg&imgrefurl=https%3A%2F%2Fwww.thegfcschool.com%2F&docid=PaUb2Ocl46kj8M&tbnid=iF9PNxg_j61R-M%3A&vet=10ahUKEwiOxLa-6JvmAhWQ3OAKHTPtA9kQMwhQKAAwAA..i&w=404&h=300&safe=active&bih=655&biw=1366&q=the%20gfc%20school&ved=0ahUKEwiOxLa-6JvmAhWQ3OAKHTPtA9kQMwhQKAAwAA&iact=mrc&uact=8)

**H.L.T.A**

**Job Description**

Responsible to SENco

**Generic Responsibility**

The role of the T.A is to work with students to encourage academic progress, complete work and monitor behaviour.

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the achievement of the pupils including those with special educational needs and disabilities (SEND)

2. Promote, support and facilitate inclusion by encouraging participation of the pupils in learning and extracurricular activities

3. Use effective behaviour management strategies consistently in line with the school’s policy and procedures

4. Supervise a class if the teacher is temporarily unavailable

5. Manage the pupils’ behaviour effectively to ensure a good and safe learning environment

6. Organise and manage your teaching space and resources to help maintain a stimulating and safe learning environment

7. Observe the pupils’ performance and pass observations on to the SENco

8. Use ICT skills to advance pupils’ learning

9. Undertake any other relevant duties given by the SENco/Head of Centre

**Main duties and responsibilities**

1. Support, monitor, record and report the pupil’s performance and progress

2. To cover and lead class teaching as and when appropriate

3. Read and understand lesson plans for the pupils

4. Working with colleagues and other relevant professionals

5. Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the Head of Centre

6. Communicate the knowledge and understanding of the pupil to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision under the direction of the Head of Centre

7. With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with

8. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers

9. Deliver interventions to students

10. Take part in the school’s appraisal procedures

11. Maintain high standards of ethics and behaviour, within and outside school

12. Work with the DSL/deputy DSL to safeguard all children in the school.  Record and report any concerns to the DSL and undertake regular safeguarding training

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications | * GCSEs at grades 9 to 4 (A\* to C) including English and maths * HLTA qualification | Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification |
| Experience | Working in a school environment.  Experience and knowledge of issues affecting students and young people and how to offer supportive assistance | Working with students who have a variety of special educational needs.  Working with students who display challenging behaviour  A previous role in this field would be highly desirable |
| Skills and Knowledge | Good literacy and numeracy skills  Good organisational skills  Ability to build effective working relationships with pupils and adults  Skills and expertise in understanding the needs of all pupils  Knowledge of how to help adapt and deliver support to meet individual needs  Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils  Excellent verbal communication skills  Active listening skills  The ability to remain calm in stressful situations  Knowledge of guidance and requirements around safeguarding children  Good ICT skills | Knowledge and understanding of special educational needs. |

The GFC School is committed to safeguarding children and promoting the welfare of children and young people and expects all trustees, staff and volunteers to share this commitment. All successful candidates will be subject to an Enhanced Criminal Record Disclosure from the Disclosure and Barring Service along with other relevant employment checks, including overseas criminal background checks, where applicable. All new trustees, employees and volunteers will be required to undertake safeguarding training on induction which will be regularly updated in line with statutory guidance.