**Stone Bay School**







**School Mission Statement.**

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive**, **caring** and **safe**.

Our goal is to develop our students to become:

* **Successful** Learners.
* As **independent** as possible.
* **Confident** individuals and self-advocates.
* **Effective** communicators and **contributors**.
* **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

**“Getting it right for every student”**

**Job Description**

| **Post:** | Higher Level Teaching Assistant (HLTA) |
| --- | --- |
| **Salary:** | Kent Range 6 |
| **Hours:** | 34 hours per week, Term time only (08.45 - 15.45 Monday, Wednesday & Friday, 08.45-17.00 Tuesday and 08.45 - 16.00 Thursday) |
| **Responsible to:** | Assistant Headteachers / Headteacher |

Stone Bay is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**Main purpose**

To collaborate with teachers in planning and delivering programmes of teaching and

learning activities for classes. The primary focus is to undertake educational activities

with individuals, groups and whole classes within a framework agreed with and under the

overall direction and supervision of a qualified teacher.

**The HLTA will:**

* Work as part of a multi-disciplinary team under the immediate direction of the Assistant Head teacher(s)
* Lead groups, in the absence of a class teacher. This will involve planning lessons and identifying appropriate learning outcomes for all students.
* HLTAs will be subject to regular teaching observations in line with the school’s observation schedule and the HLTA standards. Teaching must be to at least a consistently good level, as recorded by the school’s monitoring and evaluation systems.
* To be a competent ICT practitioner with the ability to plan and deliver daily class programmes and lessons through the use of Interactive Whiteboards (IWB).
* To participate in the implementation of Individual Pupil Wellbeing Plans for students.
* HLTAs will often be required to lead individual and group activities within the community. Checks will be undertaken before leaving school that Risk Assessments are in place and the content fully communicated to staff, minibus drivers have checked the vehicles before leaving school and that learning objectives for the activity are met and recorded.
* To promote pupils’ independence, Communication, self-esteem and social inclusion
* Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement

**Duties and responsibilities**

**Teaching and learning**

* Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
* Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
* Use effective wellbeing support strategies consistently in line with the school’s policy and procedures
* Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
* Observe pupil performance and complete observations using the school’s assessment systems
* Use ICT skills to advance pupils’ learning
* Undertake any other relevant duties given by the class teacher/ Assistant Head teachers
* To cover and lead class teaching as and when appropriate
* Direct the work, where relevant, of other adults in supporting learning

**Planning**

* Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
* Read and understand lesson plans shared prior to lessons, if available
* Prepare the classroom for lessons
* Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
* Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
* Plan how they will support the inclusion of pupils in the learning activities
* Working with staff, parents/carers and relevant professionals
* Communicate effectively with other staff members and pupils, and with parents and carers
* Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
* Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
* With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
* Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
* Collaborate and work with colleagues and other relevant professionals within and beyond the school
* Develop effective professional relationships with colleagues

**Health and safety**

* Promote the safety and wellbeing of pupils, and help to safeguard pupils’ wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school’s child protection policy
* Record and report any health and safety concerns following the school’s policies and procedures

**Professional development**

* Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
* Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
* Take part in the school’s appraisal procedures

**Other areas of responsibility**

**Safeguarding**

* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Promote the safeguarding of all pupils in the school

The HLTA will be required to follow school policies and the staff Behaviour Policy.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the HLTA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

| **Person Specification** | Essential | Desirable |
| --- | --- | --- |
| **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** | | |
| Grade C or above in GCSE English Language & Maths (or equivalent) ***(Certificates must be brought to interview)*** | ✓ |  |
| HLTA qualification or equivalent | ✓ |  |
| Education to at least Level 3 | ✓ |  |
| Evidence of attending training to develop own skills | ✓ |  |
| First aid qualification |  | ✓ |
| **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** | | |
| Experience within any school | ✓ |  |
| Experience with children and young adults with special educational needs | ✓ |  |
| Able to use IT for your own needs and to develop children’s learning | ✓ |  |
| A clear understanding of Safeguarding and promoting the welfare of children and young adults | ✓ |  |
| **PERSONAL SKILLS AND ABILITIES** | | |
| Experience of making decisions, planning lessons, and taking the lead in the absence of the class teacher | ✓ |  |
| Able to manage a small team of teaching assistants in the absence of the class teacher | ✓ |  |
| An excellent sense of fun, humour and enjoyment of life | ✓ |  |
| Able to build and manage relationships constructively with a wide range of pupils, adults and professionals | ✓ |  |
| Personal organisation skills in order to meet the many and varied elements of the role | ✓ |  |
| A clear motivation to work with children and young adults | ✓ |  |
| Able to work as a member of a team | ✓ |  |
| Able to form and maintain appropriate relationships and personal boundaries with children and young adults | ✓ |  |
| Able to uphold the belief that individuals matter and deserve respect | ✓ |  |
| Emotional resilience to work with challenging behaviours | ✓ |  |
| Able to command authority and maintain discipline | ✓ |  |
| **OTHER REQUIREMENTS** | | |
| Application forms completed in full – dates and grades of qualifications | ✓ |  |