

Job Description

Job title: Higher Level Teaching Assistant (HLTA)
Reports to: SENCO
Location: Ebbsfleet Academy

Job purpose

To support curriculum delivery across the Academy through working collaboratively with teachers, teaching assistants and SRP Teachers. As a member of the SEN Team, the HLTA will have responsibility for leading and developing a team of teaching assistants, The HLTA will be able to encourage pupils to become independent learners, whilst providing appropriate support for pupils with special educational needs. This role would suit an experienced teaching assistant and we would particularly welcome applications from those with considerable experience of Autism Spectrum Disorders (ASD).

Key Responsibilities

- Plan and prepare for small group interventions, participating in all stages of the planning cycle including planning and evaluating
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to individual pupils needs
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers, pupils and the wider Inclusion Team
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities
- Support the teaching of the full curriculum. Be familiar with Provision Plan targets and learning objectives
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Use behaviour support strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance and independence
- Support the role of parents in pupils' learning and contribute to / lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining professionalism, sensitivity and confidentiality at all times
- Lead a tutor group within the SRP under direction of the SRP Lead / SENCO
- Engage with parents / carers within the school sharing details around student progress.

Monitoring and Assessment:

- Evaluate pupils' progress through a range of assessment activities
- Assess pupils' responses to learning tasks and, where appropriate, modify methods to meet individual and/or group need
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement
- Assist in maintaining and analysing records of pupils' progress
- Assess, input and analyse pupil progress data
- Take an active role in Pupil Progress/ annual review / in year review meetings

Mentoring, Supervision and Development:

- Manage, support and guide teaching assistants and mentors and undertake induction, appraisal, training and mentoring of teaching assistants and mentors
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and participating in staff meetings and training days / events

Behavioural and Pastoral:

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and supporting individual/s involved to understand it is unacceptable in a way that is appropriate to them
- Understand and implement school child protection and safeguarding procedures and comply with legal responsibilities
- Foster and maintain constructive and supportive relationships with parents / carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning
 - Collaborate with professional or specialist support staff involved in a student's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists

Other Responsibilities:

- Any other duties required by the SENCo or SRP Lead
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety
- Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time

Professional Development

- To take responsibility for personal professional development
- To take part, as appropriate, in the academy's professional development programme
 - To engage actively in the Performance Management Review process
- To evaluate own personal performance through self-evaluation and learn from the effective practice of others and from evidence

Professional Values and Practice

- To support the academy's responsibility to provide and monitor opportunities for the personal and academic growth of student
- To provide a role model through their personal and professional conduct
- To work as a member of designated teams and contribute positively to effective working relations within the academy
- To be proficient in the application of literacy, numeracy and ICT
- To safeguard the health and safety of all students both on the academy premises and when engaged in authorised school activities elsewhere
- To contribute to the effective running of the academy

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification:

	Essential Criteria	Desirable Criteria
Qualifications	The Higher Level Teaching Assistant should: <ul style="list-style-type: none">● Be able to demonstrate levels of numeracy and literacy to GCSE [A-C]● Other relevant Level 3 qualification (e.g. A Levels, NVQ, Diploma)	In addition, the Higher Level Teaching Assistant might have: <ul style="list-style-type: none">● HLTA status or a Degree
Experience	The Higher Level Teaching Assistant should have experience of: <ul style="list-style-type: none">● Working with pupils in school for a minimum of 2 years● Working with children who have special educational needs and disabilities● Teaching individuals and small groups	In addition, the Higher Level Teaching Assistant might have experience of: <ul style="list-style-type: none">● Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths or literacy)
Knowledge and Understanding	The Higher Level Teaching Assistant should have knowledge and understanding of: <ul style="list-style-type: none">● Relevant policies, codes of practice and legislation including safeguarding	In addition, the Higher Level Teaching Assistant might have experience of: <ul style="list-style-type: none">● Multi agency working

<p>Skills</p>	<p>The Higher Level Teaching Assistant will:</p> <ul style="list-style-type: none"> ● Have effective oral and written communication skills ● Form effective professional relationships including team working ● Have good organisational and time management skills ● Have secure ICT skills ● Develop their knowledge through the evaluation of their own learning needs ● Be able to work independently ● Remain calm under pressure and be able to adapt to change quickly 	<p>The Higher Level Teaching Assistant might also be able to:</p> <ul style="list-style-type: none"> ● Use coaching and mentoring skills with adults and pupils ● Demonstrate leadership and line management skills
<p>Other</p>	<p>The Higher Level Teaching Assistant will be able to:</p> <ul style="list-style-type: none"> ● Attend school training / development sessions ● Remain resilient and make considered decisions when supporting pupils through challenging situations ● Support development of a positive environment when leading classes and teaching assistant teams ● Be flexible and be able to work across the whole school, including all sites, as directed ● Be willing to learn about the specific areas of the curriculum and pupil support required for classes being worked in 	<p>The Higher Level Teaching Assistant might also be:</p> <ul style="list-style-type: none"> ● Interested in career progression and following a pathway to gain Qualified Teacher Status