



SPECIALIST RESOURCE PROVISION
HIGHER LEVEL TEACHING
ASSISTANT



JOB DESCRIPTION	
Job Title	Specialist Resource Provision Higher Level Teaching Assistant
Grade	VIAT 4
School / Department	Valley Invicta Academy Trust
Base	VIPS Holborough Lakes
Hours	37
Reports to	SRP Teacher
Accountable to	Headteacher

Job Summary

To implement the professional standards for Higher Level Teaching Assistants consistently when supporting and delivering learning to ensure all pupils make excellent progress through a rich, creative and innovative curriculum.

Please note, the 'Professional Standards for Higher Level Teaching Assistants' should also be read in conjunction with this document.

Key Working Relationships

- Headteacher
- Specialist Resource Provision Teacher
- Specialist Resourced Provision HLTA
- Teaching Assistant colleagues;
- Parents and students;
- Safeguarding and health and safety leads;
- Visitors.

Key Responsibilities

a) Supporting and leading learning

- To ensure that all policies implemented by the school are actively upheld and promoted at all times.
- To build and maintain positive and constructive working relationships with pupils, families, multi-agencies, professionals and colleagues, to maximise pupils' development and maintain the overall ethos and vision of the school.
- To work alongside the class teacher to deliver learning to support the academic achievement of all learners, through focused learning, as directed by the class teacher.
- To provide feedback to pupils and the class teacher, supporting with the monitoring, recording and reporting of pupil progress to support with the attainment of all pupils.
- Support pupils within the learning environment to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.

- To take the lead role (where relevant) alongside the class teacher with the implementation of individual pupil support plans, i.e. EHC plans to ensure that the school is meeting the specific needs of all pupils.
- To lead the delivery of specific learning objectives and activities, adjusting them to meet the requirements of individual pupils following support from the class teacher.
- As agreed by the Senior Leadership Team, be responsible for the delivery of learning without the class teacher being present, ensuring the high levels of behaviour and engagement are upheld.

Support the planning and implementation of effective routines and structured approaches to meet the needs of children with autism and co-occurring conditions within the Specialist Resourced Provision.

Provide support for pupils to access mainstream integration opportunities.

Liaise with the SRP teachers to plan and deliver specialist interventions suitable to the needs of children in the SRP, and to include children with similar needs from the main school context as appropriate.

Direct TAs within the SRP classroom and provide mentoring and support as needed

Create and maintain a purposeful, orderly and supportive environment, in accordance with daily plans

Support pupils to understand instructions and develop independence in learning.

Support staff in behaviour management and keeping pupils on task;

Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate;

Prepare and clear up learning environment and resources, including photocopying, filing and the display and presentation of pupils work and contribute to maintaining a safe environment;

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;

Higher Level Teaching Assistants in this role may also undertake some or all of the following:

- Record basic pupil data
- Support children's learning through play
- Assist with break and lunch-time supervision including facilitating games and activities
- Assist with escorting pupils on educational visits
- Support pupils in using basic ICT
- Assist with pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue).
- Assist with pupils on therapy or care programmes, designed and supervised by a therapist / teacher

b) Support for the Trust

- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the relevant Trust lead.
- To contribute to overall ethos, work and mission statement of the Trust.
- To undertake broadly similar duties commensurate with the level of the post as required by the Headteacher/Trust Management Group.

Safeguarding

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

Equality and diversity

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

Statement

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

PERSON SPECIFICATION

AREA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Good standard of Education – 5 GCSE's or equivalent 	<ul style="list-style-type: none"> • Teaching Assistant qualification.
Experience	<ul style="list-style-type: none"> • Experience of providing teaching assistance within a school. • Experience of working with children with SEMH needs and/or autism. 	<ul style="list-style-type: none"> • Experience of delivering whole class teaching having achieved the Professional Standards for High Level Teaching Assistants. • Experience planning and delivering interventions for children with SEND.
Knowledge	<ul style="list-style-type: none"> • Knowledge of approaches and interventions to support autistic children with complex needs. • Thorough knowledge and understanding of safeguarding children. • Knowledge of AAC and strategies to support children who are non-speaking 	<ul style="list-style-type: none"> • Has an understanding of the curriculum and assessment for Key Stage 1 . • Knowledge of the RWI Phonics programme and/or experience teaching phonics using another scheme
Skills	<ul style="list-style-type: none"> • Able to contribute to planning and curriculum delivery to ensure that they are highly effective practitioners. • A holistic approach to the well-being and education of pupils. • Ability to think creatively to deliver learning, to fulfil the Trust's vision of 'Fun, Creativity and Achievement' . • Ability and willingness to work collaboratively and supportively within the school team. • Able to inspire confidence and respect amongst colleagues and the school community. • Build effective and professional working relationships with parents and staff. • Numeracy and literacy skills; • Basic IT skills; • Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly; 	<ul style="list-style-type: none"> • Knowledge of Makaton • Proficiency using a total communication approach

	<ul style="list-style-type: none"> • Good influencing skills to encourage pupils to interact with others and be socially responsible. • Able to build good relationships with parents and other professionals, working as part of a team to meet children's needs. 	
Attributes	<ul style="list-style-type: none"> • Is committed to their own professional development. • Is a creative thinker, who strives to embed innovative practices and strategies to improve learning for pupils. • Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school's aims and values at all time. • Ability to work as part of a team; • Calm, friendly nature; • Flexible approach to tasks, new ideas and change. • Actively enjoys working with children, has empathy and is sympathetic to their needs. • Professionally discreet and able to respect confidentiality. • Confident and able to use own initiative. • Patient and resilient 	