TUNBRIDGE WELLS GIRLS’ GRAMMAR SCHOOL - JOB DESCRIPTION

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| Job Title: | Higher Level Teaching Assistant (HLTA) |
| Responsible to: | Deputy Headteacher/ SENCO |
| Responsible for: | n/a |
| Grade: | Kent Range 6 (£20,585 - £22,469) |
| Hours: | 34 hours per week, term time only (38 weeks p.a) 0.7701 fte (pro rata salary £15,852 at bottom of KR6)  Monday – Thursday 8.30am – 4pm, Friday 8.30am – 3pm (half hour unpaid lunch break) |

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| **Job Purpose** |
| To provide key support for the learning and welfare of a Sixth Form pupil with Autism and severe OCD, including SEMH.  This support will be 1:1, to ensure that the pupil can safely integrate as fully as possible in the activities generally undertaken by the other children in the class, and can fulfil their educational potential and work towards their independence.  To ensure the pupil is able to move safely around the school, getting to lessons and supervising through lessons, study periods and breaks where necessary, to ensure that they effectively access learning.  To fully understand, anticipate and to help to mitigate and manage the risks around the mental health of the pupil and their stress and anxiety.  To run specific programmes and activities to assist the pupil’s individual learning and social needs.  To implement the targets on the pupil’s Individual Education Plan (IEP) in liaison with the subject class teachers, Pastoral/ SEND support and the SENCO.  To provide the necessary administrative support to teachers outside the class in order  that this pupil’s learning needs are appropriately met. |
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| **Key Responsibilities/ Key Tasks** |
| * Develop knowledge of the particular needs of the child and seek advice from the SENCO, Pastoral/ SEND support, the class teacher and outside agencies as required * Establish good relationships with the pupil, acting as a role model and being aware of, and responding appropriately to individual needs * Ensure that any required medication is taken * Supervise and support the pupil ensuring their safety and access to learning * Facilitate inclusion in group activities with the teacher and peers, and support interaction between them * Be aware of the pupil’s problems/progress/achievements and report to the teacher as agreed * Aid access to the full range of learning experiences both inside and outside the classroom, wherever possible * Assist with the supervision of the pupil out of lesson times, including before and after school, and at breaks, study periods and lunchtimes * Support the pupil in using any new technology which will facilitate learning as directed * Encourage the pupil to act independently as appropriate * Accompany teaching staff and the pupil on any visits, trips and out of school activities as required * Be aware of and support difference and ensure the pupil has equal access to opportunities to learn and develop * To make or provide modified materials/resources as required, and as advised by the teacher, SENCO, Educational Psychologist or other outside agencies, and assist the pupil in their use * 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 * Undertake pupil record keeping as requested; gather/report information from/to parents/carers as directed; and attend relevant meetings as required   **Supporting the SENCO**   * To work as part of the team to ensure that the wellbeing and personal development of the pupil enhances their learning opportunities and life skills * To attend planning meetings with the SENCO/ Pastoral/SEND support to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills * To provide regular feedback to the SENCO/Pastoral/SEND support and, where necessary, relevant outside agencies about the pupil’s difficulties and progress * To contribute to the pupil’s annual review by writing a brief report and attending the meeting * To foster links between home and school |
| **Other Responsibilities** |
| * Undertake duties as specified in school policies and procedures, and the statutory guidelines relating to disability, discrimination and special educational needs * To maintain confidentiality and sensitivity to the pupil’s needs, but have regard to the safeguarding procedures of the school * Promote and maintain an inclusive learning environment across the whole school environment * Completing all work to a good standard, and ensuring the role is carried out in a professional manner appropriate to a school context Appreciate and support the role of other professionals * Participate in training and other learning activities and performance development as required * Contribute positively to the overall ethos/work/aims of the school * If time permits, provide clerical/admin. support e.g. photocopying, typing, filing and cover of registration * Any other reasonable ad hoc duties (appropriate to role) requested by the SENCO or Headteacher * To ensure school equipment and records are appropriately stored and secured |
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| Experience/ Skills/ Personal Qualities Requirement |
| * Level 2 or 3 Diploma (or equivalent qualifications) plus additional knowledge in, or experience of, specialist area; working at or towards professional standards for HLTA * An understanding of Autism and severe OCD * First Aid training as appropriate * A good understanding of child development and learning * Experience and enjoyment of working with children of relevant age * Care about children, particularly those who find learning and managing their emotions and behaviour difficult * Good communication, organisational and observational skills * Good numeracy and literacy skills * Effective use of ICT and other technologies to support learning * Understanding of relevant policies/codes of practice and awareness of relevant legislation * Understanding of, and respect for the needs of teachers, pupil and parents * Enthusiasm, flexibility and optimism * Effective team player * Ability to work proactively and independently, to multi-task, prioritise and work under pressure |