



JOB TITLE: HIGHER LEVEL TEACHING ASSISTANT/ LEARNING MENTOR – CIC

SCALE: Kent Range 6 (Term Time Only plus 5 days)

RESPONSIBILITY TO: Multi Agency Leader

RESPONSIBILITIES AND DUTIES

The primary focus of the post will be to support children in care to make the best possible progress in learning, personal development and academic progress and achievement. This will be delivered through an agreed system of supervision and support. The HLTA/Learning Mentor would plan and deliver specified learning activities to a CIC (child in care) in small groups, individually and/or classes as set by or in collaboration with teachers. The support and learning will include innovative approaches such as distance learning or computer aided techniques. The HLTA/Learning Mentor will track, monitor and amend any personalised and group plans for CIC to ensure they are on track to make good or better progress and are able to articulate this process and system during any agency meetings and PEP's. The role would include chairing PEP's and ensure the school role remains the central hub of communication for a CIC.

Principal Duties and Responsibilities:

1. Assume responsibilities as directed by the Head of School, Head of Support and Development, Multi Agency Leader and Assistant Headteachers in relation to CIC and meet the HLTA Standards.
2. Undertake a daily check on attendance, punctuality and well-being for all CIC.
3. To know each CIC well and be able to advise staff on any emerging difficulties or key dates that may affect school progress.
4. Organise and manage an appropriate learning environment using teaching and learning objectives to plan challenging lessons/work plans as appropriate, under agreed systems of supervision, to ensure CIC development, progress and attainment.
5. To monitor progress in lessons, liaising with subject teachers and identify appropriate/additional support at required.
6. Deliver learning activities to CIC pupils, adjusting activities according to pupils' needs and selecting/preparing necessary resources to lead learning activities, providing feedback in order to support pupils' learning.
7. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing regular monitoring sessions for each CIC to support them in their learning and aspirations. Provide feedback and reports to teachers in order to provide evidence of the range and level of progress and attainment.
8. To work collaboratively with class teachers, colleagues and professionals and carry out programmes that have been set for CIC.
9. To be the main operational link with foster carers and social workers for each Kent child in care.

10. To understand the requirements of a PEP and support the designated teacher in the completion of these plans in a timely and purposeful fashion, ensure the targets are SMART and tracking the achieving of them by pupils by the next PEP.
11. Support the role of carers in pupils' learning and lead meeting with carers to provide constructive feedback on pupils' progress to ensure pupils achieve their best results.
12. To work in line with established policies to anticipate and manage behaviour in order to promote pupils' self-control and independence to ensure good behaviour and respect for others is maintained.
13. Use detailed knowledge and specialist skills to support pupils' learning, establishing productive working relationships, promoting inclusion and working to support pupils consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and ensure learning outcomes are achieved for all pupils.
14. To identify annual pressure points and provide an ongoing mentoring support as appropriate (e.g. pre-exam revision, effective completion of homework, maintaining good friendship groups).
15. To attend key meetings and to meet with VSK education support officer three times a year and discuss progress and impact of interventions of each CIC.
16. To provide such information as may reasonably be requested by VSK in support of progress of CIC.
17. Understand and comply with policies and procedures relating to child protection, equal opportunities, health, safety, security, confidentiality and data protection, reporting concerns to an appropriate person in order to maintain a safe and secure learning environment.
18. Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development.
19. Act as a role model for all staff in terms of both practice and the ethos and philosophy of the school in the support of our Core Values

Support staff in schools make a strong contribution to pupils' learning and achievement. Teachers' professional training, knowledge and experience enable them to take overall responsibility for pupils' learning. They are not, however, required to take sole responsibility for every aspect of each lesson that is taught. The HLTA's provide support to teachers and schools allowing qualified teachers to make even more effective use of their time, professional knowledge, skills and understanding. HLTA's contribute to pupils' learning and will have a significant impact on pupils' achievement.

PERSON SPECIFICATION

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted. Applicants should describe in their application how they meet these criteria.

	CRITERIA
QUALIFICATIONS	<ul style="list-style-type: none"> • Have qualifications in Maths/numeracy and English/literacy equivalent to at least NVQ2 or willing to work towards • Knowledge in specialist area; working at professional standards for HLTA.
EXPERIENCE	<ul style="list-style-type: none"> • Successful relevant experience of working with children of relevant age within a learning environment. • Knowledge of the statutory requirements of working with CIC in a school based setting. • Communication and reporting within a multi-agency based forum. • Supporting interventions to narrow any gaps in progress, this can be in an academic area or across a broader social and emotional development area. • Allocate and signpost appropriate support from a range of internal and external sources. • Working with the PEP system and specifically using an e PEP would be an advantage. • Understanding of the range of external factors that may influence CIC.
SKILLS AND ABILITIES	<ul style="list-style-type: none"> • Developed skills for communicating with individual, groups and whole classes of pupils to promote learning, including assessing the impact of the communication on recipients and adjusting approach as necessary. • Be able to work effectively as part of a team and contribute to group planning etc. but also be able to work independently and on own initiative • Be able to work calmly under pressure with the ability to adapt quickly and effectively to changing circumstance/situations. • Must have excellent communications skills in order to build rapport with adults and children, both verbally and in writing to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required. • Able to contribute to, and demonstrate skills in, planning, monitoring, assessment and class management.
KNOWLEDGE	<ul style="list-style-type: none"> • Good understanding of child development with the ability to apply behaviour management policies and strategies which contribute to a purposeful learning environment.