

**Role Profile:** 1:1 Higher Level Teaching Assistant , Temporry Fixed Teerm Contract

**Salary:**

**Reporting to:** Assistant Head

**Responsible for:** n/a

**Important Functional Relationships:**

**Internal** - Staff within Wave Mat Academy

**External** - Principals and other school-based staff; Pupils and their Parents/Carers; FE Colleges and other Outside Providers; Other outside agencies, both statutory and non statutory

**Our Values:**

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody in treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

**Main purpose of the Role:**

- To assist the student's access to lessons and interventions, leading to significant progression and attainment for all pupils.
- To run daily bespoke programmes of work in line with the requirements of the student's Education, Health and Care Plan
- To work alongside a range of professionals to embed programmes of support including Occupational therapy, Behaviour Support, Speech and Language and Dyslexia Advice and Support
- Work with class teachers to raise the learning and attainment of the pupil
- Promote pupils' independence, self-esteem and social inclusion

- Give support to the student so they can access the curriculum, take part in learning and experience a sense of achievement

#### Duties and responsibilities

##### Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase participation and achievement of all pupils
- To embed the recommendations of the Speech and Language Therapist, Occupational Therapist and Dyslexia Teacher into the student's daily timetable
- Promote, support and facilitate inclusion by encouraging the participation of the pupil in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures and recommendations of the Advisory Behaviour Professional
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- In collaboration with the Class Teacher, organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- With guidance and support from the teacher and external consultants, record the progress of the student's learning to enable specific strategies and interventions to be adapted and developed
- Where applicable, use ICT skills to advance pupils' learning
- Encourage appropriate social behaviour, during school hours both in and out of school and cater for the general welfare of the child;
- Accompany the child on educational visits under the direction of the Teacher;
- Make, devise and maintain equipment as required, ensuring that the classroom is kept in a clean and tidy condition;

##### Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of the pupil's performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the students resources ready 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 the student and advance their learning

- Plan how they will support the inclusion of the student in the learning activities

### **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher/ SLT
- 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
- 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
- Report behaviour or change to behaviour at Briefing/ Debriefing

### **Whole-school organisation, strategy and development**

- Make a positive contribution to the wider life and ethos of the school

### **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe

### **Professional development**

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on 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

### **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community

Respect individual differences and cultural diversity. The HLTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

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

**To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Academy's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection);**

This job description does not form part of the contract of employment. It describes the way in which the post holder is expected and required to perform and complete the particular duties as set out above and will be reviewed on an annual basis (or as need arises) and following consultation with you, may be changed to reflect changes in the job

**Person Specification**

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> <li>• Substantial experience in main stream/special school;</li> <li>• Training in working with students with a diagnosis of Autism</li> <li>• Planning, delivering and monitoring specific aspects of the curriculum as defined by the Teacher/ SLT</li> <li>• Evidence of an ability to develop and maintain relationships with stakeholders built on honesty and integrity;</li> <li>• Display Personal and Interpersonal development and team-working skills;</li> <li>• Provide support and leadership to children on educational visits;</li> <li>• Pro-actively plan, organise and manage workload;</li> <li>• Display reflective practice and reflexivity;</li> <li>• Display knowledge and understanding of appropriate use of ICT in an education setting;</li> <li>• Display regular evidence of initiative taking;</li> <li>• Display robust self-management skills with regard to problem solving;</li> <li>• Experience of successfully working with children with SEBD;</li> <li>• Proven record of behaviour management;</li> <li>• Experience of working with disaffected children either in a special or main-stream setting;</li> <li>• Knowledge and understanding of children with medical difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in SEN;</li> <li>• Experience of supervising Teaching Assistants;</li> <li>• Undertake analysis and synthesis of complex information.</li> </ul>
Education & Training	<ul style="list-style-type: none"> <li>• 5 GCSE to include English and Maths or equivalent</li> <li>• Level 2 Certificate in Supporting Teaching and Learning in Schools, or similar</li> <li>• High level of training in Autism</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification relevant to post</li> </ul>
Special Knowledge & Skills	<ul style="list-style-type: none"> <li>• Robust self-management skill;</li> <li>• Proven ability to successfully teach a range of subjects at different key stages;</li> <li>• Proven ability to lead on a core subject area;</li> </ul>	
Any Additional Factors	<ul style="list-style-type: none"> <li>• Regular access to a car;</li> <li>• Current driving licence;</li> <li>• Motor insurance certificate with Business use;</li> </ul>	

	<ul style="list-style-type: none"><li>• Strong team player</li></ul>	
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