

Higher Level Teaching Assistant

Salary / grade range	Level 4 SCP 18 - 25 £20,338 - £24,037
Location	Co-op Academy Southfield
Reports to	SLT / Assistant Headteachers

Purpose of role:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for the students and monitoring students and assessing, recording and reporting on students' achievement, progress and development.

Learning activities may take place in a variety of locations dependent upon the needs of the students within the provision and include school, community and home settings. Learning activities may include working in partnership with parents and other agencies to achieve learning objectives for the student and may also include advising and assisting parents/carers to effectively manage behaviours that impact on learning and progress.

Key accountabilities (and specific duties / responsibilities):

Supervision and Guidance:

Responsible to the Assistant Headteachers, but is expected to seek guidance from appropriate sources, including multi-agency partners involved in the effective running of the provision.

Range of Decision Making:

To make decisions using your own initiative where appropriate within established working practices and procedures.

The post holder will be expected to use good common sense and initiative in all matters relating to:

- the conduct and behaviour of individual, groups of students and whole classes
- the correct use and care of materials by individual and small groups of students
- the safety, mobility (if required) personal care and wellbeing of the students.

Responsibility for Assets, Materials etc:



- To maintain the confidential nature of information relating to the provision, school, its students, parents and carers.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- To be responsible for the care of all equipment and materials used in the home and community settings with students and their families.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working.

Contacts:

Internal at all levels, Parents / Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies.

Range of Duties:

1. Support for Students

- 1.1 Carry out observations in order to assess student needs and contribute to target setting, progression and tracking. Use this information to contribute to multi-agency plans including EHC plans. [Assess the needs of students and use detailed knowledge and specialist skills to support students' learning]
- 1.2 Using a range of strategies and approaches to establish productive working relationships with students, acting as a role model and setting high expectations in order to remove barriers to learning for students.
- 1.3 Promote the inclusion and acceptance of all students within the classroom and community settings
- 1.4 Encourage students to interact and work cooperatively with others and engage all students in activities, whilst respecting the range of learning needs of all students.
- 1.5 Promote independence and employ strategies to recognise and reward achievement of self-reliance
- 1.6 Provide feedback to students in relation to progress and achievement
- 1.7 Provide objective and accurate feedback to inform progress and review meetings
- 1.8 Support the learning, social, emotional and personal care needs of individual students in accordance with racial, cultural, religious linguistic and dietary needs

2. Support for the Teacher



- 2.1 Organise and manage appropriate learning environment and resources
- 2.2 Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence
- 2.3 Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- 2.4 Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- 2.5 Production of lesson plans, worksheet, plans etc.
- 2.6 Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate

3. Support for the Curriculum

- 3.1 Develop, deliver and evaluate a curriculum to support the development of Students personalised outcomes
- 3.2 Using a range of knowledge and strategies, deliver learning activities to students in a range of locations within agreed system of supervision, adjusting activities according to student responses/needs
- 3.4 Use ICT effectively to support learning activities and develop students' competence and independence in its use
- 3.5 Advise on appropriate deployment and use of specialist aid/resources/equipment
- 3.6 Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds

4. Support for the School

- 4.1 Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- 4.2 Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- 4.3 Contribute to the overall ethos/work/aims of the school
- 4.4 Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- 4.5 Attend and participate in regular meetings
- 4.6 Participate in training and other learning activities as required, including parent training and community support and outreach in order to create capacity.



- 4.7 Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class, where appropriate. Facilitate support from appropriate agencies and/or provide direct support where appropriate.
- 4.8 Deliver out of school learning activities within guidelines established by the school
- 4.9 To support, uphold and contribute to the development of the Council's Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community
- 4.10 Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- 4.11 Undergo essential training as required in order to continually extend specialist knowledge and cascade to others as appropriate.

5. Line Management Responsibilities Where Appropriate

- 5.1 Manage/Guide other teaching assistants
- 5.2 Liaise between managers / teaching staff and teaching assistants
- 5.3 Hold regular team meetings with managed staff
- 5.4 Represent teaching assistants at teaching staff/management/other appropriate meetings
- 5.5 Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none">• HLTA Status or equivalent• Evidence of further relevant study.	Essential Desirable	
Experience <ul style="list-style-type: none">• Successful experience of working with young people.• Extensive recent experience of working with a range of young people with SEND	Essential Essential	



<ul style="list-style-type: none"> • Experience of working in a successful team. • Successful experience of leading learning activities with small groups • Successful experience of communicating with parents in a formal setting. • Experience working with young people in a school setting. • Experience of assessing and identifying needs • Experience of working with parents to support their children's learning 	<p>Essential Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable Desirable</p>	
<p>Training</p> <ul style="list-style-type: none"> • Training related to SEND • Evidence of recent and relevant professional development. 	<p>Essential Essential</p>	
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Excellent communication skills. • An ability to plan and deliver programmes and interventions to meet specific needs • An understanding of an inclusive school environment. • ICT literate. • The ability to understand and empathise with the school community. • The ability to prioritise and manage records and paperwork • The ability to contribute effectively to the planning and preparation of learning activities • An understanding of current educational issues • Working knowledge of a range of SEND Specific strategies 	<p>Essential Essential</p> <p>Essential</p> <p>Essential Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable Desirable</p>	
<p>Personal Qualities</p>		



<ul style="list-style-type: none">• An ability to empathise with and motivate young people.• The ability to review, evaluate and lead by example.• A commitment and desire to continue learning.• An ability to think flexibly and use a variety of strategies to engage young people in learning.	Essential	
	Essential	
	Essential	
	Essential	

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.