STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

HIGHER LEVEL TEACHING ASSISTANT

JOB DESCRIPTION

JOB PURPOSE:

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

JOB SUMMARY:

1. Assist in co-ordinating the provision on special educational needs learning and support.
2. Provide outstanding support to enable pupils with SEND to play a full and active part in the life of the school and to make outstanding progress in their learning.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1 Support for Pupils

1.1 Provide support to named pupils with SEND as outlined in their Education, Health and Care Plans or Individual Education Plans.

1.2 Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.

1.3 Liaise with teaching staff, Heads of Year and the SENCO regarding such support.

1.4 Work with teachers to secure outstanding progress in lessons for supported pupils.

1.5 Adapt or modify materials and resources to ensure full access to a broad and balanced curriculum.

1.6 Provide individual and/or small group intervention as directed.

1.7 Develop a positive relationship with pupils and promote self-esteem and independence.

1.8 Provide feedback to targeted pupils on their progress and attainment.

1.9 Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school's policies and procedures.

2 Support for Teachers

2.1 Provide information to teachers and other support staff on the most effective methods of provision and intervention for pupils with learning needs.

2.2 Liaise with the SENCO and specialist staff (e.g. Occupational Therapist or Speech and Language Service) as requested to receive and disseminate advice given to effectively support pupils across curriculum areas.

2.3 Liaise sensitively and effectively lead meetings with parents and carers, providing constructive feedback on student progress, attainment, attendance and behaviour.

2.4 Under the direction of the SENCO, contribute to student profiling of SEND by carrying out a range of tests including BPVS, DRA, Boxall Profiles, Goodman's, spelling and reading tests.

2.5 Under the direction of the SENCO develop, monitor and review pupils' Individual Education Plans (IEPs).

2.6 Attend specific training as and when requested by the SENCO.

2.7 Assist in student supervision and management of student behaviour, in line with school procedures.

2.8 Be responsible for keeping and updating records as agreed with the teacher, contributing to the reviews of records and systems as requested.

2.9 Report on student achievement, progress and issues in a suitable format (i.e. verbally or in writing).

2.10 Assist teachers in offering mentoring support and guidance to other special support assistants undertaking formal training.

2.11 Where appropriate, to act as reader and/or amanuensis to pupils in examination and written assessments.

3 Support for the School

3.1 Be the operational lead for SEND on days when the SENCO is not in school.

3.2 Manage other special support assistants and support their induction and professional development.

3.3 Develop curriculum resources to ensure that pupils identified on the SEN register have the required levels of support.

3.4 Within the context of the school's aims and policies, to work with the SENCO to develop and implement Learning support policies, plans, targets and practices.

3.5 Support and guide other special support assistants' work in the classroom when required.

3.6 Support the maintenance and enhancement of the school's ethos and mission through their own outstanding professional conduct and high expectations of others.

3.7 Be aware of and comply with policies relating to safeguarding (including child protection), health and safety, confidentiality and data protection.

3.8 Assist in creating a culture in which effective learning can take place.

3.9 Support the promotion of positive relationships with parents and outside agencies.

3.10 Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.

3.11 Ensure that the SEN Register is kept accurate and up to date and that staff are kept informed of student special educational needs.

3.12 Support meetings of SEN staff, communicate information to staff and co-ordinate resulting action.

3.13 Work within school policies and procedures.

3.14 Attend and participate in individual and team meetings as required.

3.15 Undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including performance management and use this to support others.

3.16 Accompany teaching staff and pupils on visits, trips, out of school activities and enrichment programmes and take responsibility for a group under the supervision of a teacher, as required.

3.17 Work as part of a team and support the role of other people in the team.

4 Other Responsibilities

4.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

4.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.

4.3 Contribute to the wider life of the Trust and the Star community.

4.4 Carry out any such duties as may be reasonably required by the Trust.

5 Records Management

5.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.

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PERSON SPECIFICATION

No	CATEGORIES	Essential/ Desirable	Assessed by: App Form	Assessed by: Interview/ Task
QUALIFICATIONS				
1.	Degree level qualification.	**D**	✓	
2.	Level 3 qualification (NVQ level 3 or A level).	**E**	✓	
3.	5 GCSEs including English and Maths at grade 9-4/A*- C.	**E**	✓	
4.	Meet HLTA standards or equivalent qualification or experience.	**E**	✓	
EXPERIENCE				
5.	Working with children in a primary school or other setting.	**E**	✓	✓
6.	Supporting children with special educational needs and/or Disabilities (SEND).	**E**		
7.	Supporting children with English as an additional language (EAL).	**D**	✓	✓
8.	Contributing to the development, monitoring and review of Individual Education Plans (IEPs) and/or Education Health and Care Plans.	**E**	✓	✓
9.	Training in a range of literacy strategies and approaches, for example the teaching of Reading, Spelling, Phonics following a suitably recognised scheme.	**E**	✓	✓
10.	Experience of working with children (either paid or unpaid capacity) in an education setting.	**E**	✓	✓
11.	Evidence of specialism in specific curriculum areas or areas of particular learning need.	**E**	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
12.	Ability to maintain positive relationships with pupils, parents and staff.	**E**	✓	✓
13.	Ability to work effectively within a team.	**E**	✓	✓

			Assessed by:	
No	**CATEGORIES**	**Essential/ Desirable**	**App Form**	**Interview/ Task**
14.	Effective classroom and behaviour management skills.	**D**	✓	✓
15.	Ability to communicate effectively in English.	**E**	✓	✓
16.	Ability to communicate effectively in relevant community languages.	**D**	✓	✓
17.	Good ICT skills for word-processing, use of learning software and accessing on-line resources.	**E**	✓	✓
18.	Knowledge of the primary curriculum.	**D**	✓	✓
19.	Knowledge of strategies to support pupils with specific SEND e.g. physical disabilities, visual and/or hearing impairment, dyslexia.	**D**	✓	✓
PERSONAL QUALITIES				
20.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	**E**	✓	✓
21.	A strong commitment to the Trust value of 'Service'.	**E**	✓	✓
22.	A strong commitment to the Trust value of 'Teamwork'.	**E**	✓	✓
23.	A strong commitment to the Trust value of 'Ambition'.	**E**	✓	✓
24.	A strong commitment to the Trust value of 'Respect'.	**E**	✓	✓
25.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	**E**	✓	✓
26.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	**E**	✓	✓