

Higher Level Teaching Assistant / Family Support Worker

Job Description

Responsible to: Head Teacher

Hours: 30 hrs per week negotiable.

Contract Term: Permanent

Number of weeks: 39 weeks Holidays to be taken out of term time.

Salary: £29,540 per annum pro rata.

Benefits: Pension Scheme (Local Government Pension Scheme)

Location: St George's CofE Primary School, Admiralty Street, Stonehouse, Plymouth. PL1 3RX

The following is an outline of the range of duties that can be expected of our Higher-Level Teaching Assistants (HLTA)- Family Support Worker (FSW). It is not a comprehensive or exclusive list and duties may be varied from time to time, according to the needs of the school and the children, which do not change the general character of the job or the level of responsibility entailed.

PURPOSE OF THE JOB

- To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also, to supervise whole classes occasionally during the short-term absence of teachers.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.
- To support vulnerable children and their families within the academy to overcome barriers to success
- To work in partnership with families and children and professionals from a range of statutory, private and voluntary organisations to coordinate the delivery of a variety of services with the aim of improving outcomes for children and families
- To support individual children and their families to address issues relating to health, welfare and social care to enable them to engage fully and maximise opportunities for personal development and educational achievement
- To support the monitoring and maintenance of a high standard of attendance
- To work within and provide clerical support to a multi-disciplinary team, including the SENDCo

Main Duties

Family Support Worker – Main Responsibilities

- To be available to meet and greet parents at the start/end of the school day
- To maintain good working relationships with all agencies and individuals involved in the delivery of services and the early identification of need to include Young Carers and Early Help support
- To establish effective and empowering relationships with parents/carers to become more involved in their child's school and learning, establishing the needs of the family
- To adhere to appropriate confidentiality and information sharing protocols and legislation with regards to sensitive data between families, staff and other relevant agencies
- To provide information and signpost parents/carers as appropriate

- To facilitate information sharing meetings e.g. parenting programmes in response to parental requests and the needs of the school
- To take a lead role in the setting up, running and evaluating impact of TAMS/EHATs where appropriate
- A willingness to learn new initiatives and tools, e.g. Graduated Response to SEND Support, and undertake training as required
- Take an active role in the safeguarding team as DDSL
- Communicate regularly with SENDCo, leadership team and teachers regarding parents and families with ideas or concerns
- Help maintain the school's safeguarding records (CPOMS) and single central record
- Clerical support to the SENDCo

Family Support Worker – Support to Families

- To work in a non-discriminatory, culturally sensitive manner, encouraging all families to take an active and positive role in their children's education
- To undertake work with parents and carers to provide information, guidance and support on a range of parenting issues
- To maintain detailed recording and assessments of each family/child's progress within their specific care plan and ensure accuracy of recorded information and data
- To carry out planned direct work with children and families within the academy as required
- To work to deadlines and within specific timescales for monitoring, recording and other such purposes
- To participate fully in any Pastoral Support Plan, Child Protection, Child in Need or TAM/EHAT procedures involving children supported by the school
- To support children in pastoral/nurture groups, which may include lunchtimes, run workshops/coffee morning for parents (which may include bringing in external speakers from extended services e.g. EWO, Dyslexia Awareness, Autism Support and Adult Education) and support the forest school sessions where applicable. Communication and publicising of these events are included in the role

HLTA - Planning

- Plan and prepare lessons with teachers, participating in the planning cycle, including in lesson planning, evaluating and adjusting lessons/plans.
- Develop and prepare resources for learning activities in accordance with lesson plans and in response to student need.
- Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures.

Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes covering the absence of a teacher.
- Provide verbal/written feedback on lesson content, pupil responses to learning activities and behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- Be familiar with lesson plans, SEN outcomes and learning objectives.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop and promote and support the inclusion of pupils, including those with specific needs, both in learning activities and within the classroom.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- In accordance with arrangements made by the Headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes.
- Organise and safely manage the appropriate learning environment and resources.

- Promote and reinforce pupil's self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

- With teachers, evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- To contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Prepare reports of pupils' progress for end of year reports to parents and for parent meetings.

Mentoring, Supervision and Development

- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking training.
- Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual(s) involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Provide support and assistance for pupil's pastoral needs.
- Provide physical support and maintain personal equipment used by the pupils at the school.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise pupils at times other than during lessons according to the school's duty arrangements.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the pupil's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists and physiotherapists.

Other

- Any other duties required by the class teacher, Deputy Headteacher, or the Headteacher, which is in the scope of the post.
- At all times carry out duties with due regard to the school's Health and Safety policy.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies.

This list is not exhaustive and may require additional work commensurate with the post.

Acceptance of this Job Description

On behalf of St Christopher's C of E (Primary) Trust:	On behalf of the Employee:
Signed:	Signed:
Printed Name:	Printed Name:
Position:	Position:
Date:	Date: