

Blessed Hugh Faringdon Catholic School

Job Description Higher Level Teaching Assistant (HLTA)

POST HELD

HLTA

SALARY GRADE OF POST

Points 7-17 (depending on experience/qualifications)

REPORTING TO

SENDCo/Head of Autism Resource (as appropriate to role)

JOB PURPOSE

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision and to support, consolidation and develop the learning of students in specific subject areas under the direction of the SENDCo and /or Head of Autism Resource.

DUTIES

To complement the professional work of teachers and the SENDCo/Head of Autism Resource by:

- Planning, preparing and delivering appropriately challenging learning activities for individuals, groups or whole classes under the direction of a named member of the teaching staff and/or SENDCo/Head of Autism Resource.
- Producing and modifying schemes of work, lesson plans, resources etc. to meet particular students' needs under the direction of the SENDCo/Head of Autism Resource.
- Monitoring, assessing, recording and reporting students' attainment and progress and providing objective and formative feedback under the direction of the SENDCo/Head of Autism Resource.
- Contributing to the identification and execution of appropriate out-of-school learning or other intervention activities that consolidate and extend work carried out at school.
- Supporting the school's delivery of literacy, numeracy and basic skills.
- Using ICT effectively to support learning activities and develop students' competence and independence and safety in its use.
- Advising on appropriate deployment and use of specialist resources and equipment.
- Working within the school discipline policy to anticipate and manage behaviour constructively and promote independence.
- Developing, implementing and reviewing provision maps and contributing to Annual Reviews as appropriate.

- Supporting parents and contributing to/leading meetings with parents to provide constructive feedback on student progress/achievement etc.
- Establishing constructive relationships and communicating with other agencies and professionals, in liaison with the teacher and SENDCo/Head of Autism Resource to support achievement and progress of students.
- Contributing to the overall ethos/work/aims of the school.

Other Professional Requirements

- Establish effective working relationships with students, parents and professional colleagues.
- Set a good example to the pupils through professional presentation, personal and professional conduct.
- Support and carry out policies and practices to promote positive pupil behaviour and support the 'Behaviour for Learning' programme
- Assist in the development and implementation of the Department Development Plan
- Participate in the Appraisal process.
- Take responsibility for your own professional development, including knowledge and understanding of school policies and procedures.
- Ensure compliance with all statutory Health and Safety requirements.
- To undertake other duties as the Headteacher may reasonably direct

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. This post is subject to a satisfactory Criminal Records Bureau enhanced disclosure certificate.

This post is subject to Level 1 Health and Safety Training

Person Specification: Higher Level Teaching Assistant (HLTA)

E = Essential
D = Desirable

Qualifications, Experience, Knowledge, Skills	Criteria	
Qualifications	<ul style="list-style-type: none"> • Hold the HLTA qualification or demonstrate the potential and commitment to obtain it. • Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C/9-4). 	E
Experience	<ul style="list-style-type: none"> • Proven track record of supporting students with SEND. • Significant experience of working with children 	E
Knowledge, Skills, Qualities	<ul style="list-style-type: none"> • To know how to teach children, aged 11- 18, with particular barriers to learning so that they make progress, academically, socially and emotionally. 	E
	<ul style="list-style-type: none"> • To be able to select appropriate resources to meet the needs of pupils with SEND. 	E
	<ul style="list-style-type: none"> • To be able to develop good learning relationships with students so that they are motivated to learn and make good progress. 	E
	<ul style="list-style-type: none"> • The ability to foster a calm and purposeful learning environment and manage behaviour positively 	E
	<ul style="list-style-type: none"> • To be able to develop effective relationships with parents so that they work with the School to support their children to learn. 	E
	<ul style="list-style-type: none"> • To have good ICT skills and ability to apply these to support students learning. 	D
	<ul style="list-style-type: none"> • To have good organisational, communication, administrative and interpersonal skills 	E
Personal Qualities	<ul style="list-style-type: none"> • Hardworking, committed, loyal, resilient, resourceful • Enthusiastic and with a “can-do” approach , • Creative, a person who enjoys learning and seeks out opportunities to continue learning, • High expectations of self and others. • A good sense of humour. • Ability to use own initiative. 	E