

MELBURY COLLEGE JOB DESCRIPTION
Job Role: Higher Level Teaching Assistant
 Scale ME6: £29,346 FTE, actual (pro rata) £25,520



Permanent Contract
 (39 weeks a year – 35 hours per week)
Whatley Campus

Job Title: Higher Level Teaching Assistant		Responsible to: Headteacher, Whatley Campus
Responsible For:	<ul style="list-style-type: none"> • Work as a Teaching Assistant supporting learning and behaviour in lessons and unstructured times, fulfilling all duties as required by SLT • Supervise pupil internal exclusions and external/internal examinations • To lead on particular interventions to ensure pupils make good progress • Mentor pupils 1-1 or in small groups with regard to behaviour and learning • To assess and record students' baseline literacy levels and to repeat these assessments as necessary when directed. • To keep abreast of and share up-to-date theoretical knowledge and application in SEN to ensure pupils' specific needs are met • To supervise classes/small groups/individual students 	

Line Management: n/a

Generic Duties and Responsibilities

Support for Pupils

- Contribute to the social, emotional and intellectual well-being of the students.
- Work with individual students on a small group or one-to-one basis.
- Use a range of skills, training and experience to support teaching assistants, teachers and pupils.
- Establish professional and productive working relationships with teachers, support staff, outside professionals, parents/carers and pupils, acting as a good role model.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Be aware of and contribute to individual learning support plans, behaviour plans, monitoring systems, individualised strategies used with a pupil, etc.
- Use effective and appropriate language and communication skills and experience to support pupils in the classroom, promoting pupils' communication skills in everyday situations.
- Challenge and motivate pupils in an atmosphere in which they gain self-confidence, enjoyment, independence and motivation to learn.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.

Support for the Teacher

- Create and maintain a purposeful, orderly and productive learning environment.
- Support pupils' access to learning by using appropriate strategies and creating resources.
- Provide objective and accurate feedback and reports as required (e.g. Child Welfare reports, Annual Review reports, etc).
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested (e.g. observation or behaviour charts for each lesson, progress sheets etc).
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents through the use of appropriate strategies.

Support for the Curriculum

- Work alongside teaching staff to plan, prepare, support, deliver and evaluate programmes of learning, to promote achievement.
- Support and implement agreed learning activities and teaching programmes, adjusting activities according to pupil responses/needs.
- Support and lead in a variety of learning settings e.g. mentoring, classroom, whole school events, enrichment, trips etc.
- Devise, monitor and adapt timetables for TAs and HLTAs
- Participate in school systems to monitor and enhance the quality of teaching and learning.
- Provide specialist advice and guidance as required.


Support for the School

- Support pupils to make appropriate use of unstructured times. This may include, in consultation with the Senior Leadership Team, planning and setting up of structured games and/or encouraging participation/socialisation with others.
- To supervise students during the working day including breaks, lunch-time, on off-site visits, on entering and leaving the premises at the beginning and end of each session, and inclusion in the duty rota.
- Undertake 1:1 supervision of pupils, including break and lunch times as required.
- Attend and participate in staff meetings, INSET sessions and other meetings as required.
- Use own initiative regarding issues which raise immediate cause for concern. Areas causing concern will be discussed with relevant staff and/or at the team meeting.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Work closely with parents/carers, informing and updating them on the work and progress of the child.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Assist in the supervision, training and development of staff.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people.
- To also be fully aware of the principles of safeguarding as they apply to children.
- Ensure that the designated safeguarding lead is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection.
- Ensure that your line manager is made aware and kept informed of any other concerns relating to work.
- Undertake any other such duties as the Headteacher may reasonably direct from time to time.

Conduct and Participation in a Team

Provide support and supervision to ensure all Teaching Assistants:

- Follow the Support Staff timetable each day as prepared by the Senior Leadership Team. The Senior Leadership Team would expect staff use initiative positively if the need to deviate from this timetable arises but this should only be in situations where pupil absence makes support in a particular lesson unnecessary, or if an incident arises that a specific TA is best placed to deal with. Otherwise, please stick to the daily published timetable.
- Follow instructions of teaching staff as to how best support the learning of pupil's in their lesson.
- Remain in communication with teaching staff in schools at all times via phone call and follow up e mail.
- If allocated to support lessons involving visiting members of staff, or which involve physical contact between staff and students, support staff must stay in the room at all times. This is to ensure Health and Safety and Safeguarding risks to staff and pupils are minimised.
- All support staff are allocated to morning break and lunch time duty.
- To attend team meetings and training sessions as required
- Comply with all school policies and procedures including those relating to child protection, health, safety and security, confidentiality, code of conduct and data protection, reporting all concerns to an appropriate person
- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions
- Co-operate with the employer on all issues to do with health, safety & welfare
- Be aware of and support difference and ensure equal opportunities for all
- Participate in training and other learning activities and performance development as required.

 To carry out any other duties as may reasonably be required by the Headteacher or the Executive Headteacher.		
Signed:	Post Holder:	Date:
Signed:	Executive Head Teacher: Carla Chandler	Review Date:

PERSON SPECIFICATION

Qualifications/Training

Good GCSEs/O-levels (Grade A*-C) or equivalent including English and Maths as a minimum	Essential
Fully competent in using MS Office, including Word and Excel. Training and experience of office administration, word processing and computer information systems	Essential
Previous administration experience	Essential
Experience of using SIMS	Desirable

Skills

Work constructively as part of a team, understanding the setting roles and responsibilities and your own position within these	Essential
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Essential
Excellent interpersonal skills, particularly the ability to relate to vulnerable young people, parents, colleagues and external 3 rd parties	Essential
Demonstrate a willingness to take responsibility for continued professional development	Essential
Excellent organisational skills / time management / ability to prioritise and organise own workload / able to work to deadlines	Essential

Knowledge Base

Understanding of safeguarding and child protection issues	Essential
Excellent literacy and numeracy skills	Essential

Experience

Experience of managing 3 rd parties, external organisations and parents/carers and working in a school environment	Desirable
Previous experience working in a school environment	Essential
Previous experience working with children/young people with SEN	Essential

Attitude / approach

Honesty and integrity	Essential
Professional and approachable attitude	Essential
Willingness to learn new skills and attend training	Essential
Self-motivated with a positive 'can do' approach to work	Essential
Reliable	Essential
Well presented	Essential

Flexible over working hours according to the needs of the school	Essential
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