
JOB DESCRIPTION

JOB TITLE	Higher Level Teaching Assistant
LOCATION	Energy Coast UTC, Blackwood Road, Lillyhall, Workington
HOURS OF WORK	Full time, pro-rata to term time only plus 5 days. Monday to Thursday 08:00-4:30, Friday 08:00-2:30
SALARY	£28,000 pro rata to £23,584 for term time only plus 5 days
RESPONSIBLE TO	Special Educational Needs and Disabilities Coordinator (SENDCo)

OVERALL PURPOSE OF JOB

- To complement the professional work of teachers by taking responsibility for learning activities, for individuals and groups, under an agreed system of supervision and guidance.
- To cover and lead class teaching as and when appropriate
- To plan and deliver intervention for students in English, math and science
- Direct the work, where relevant, of other adults in supporting learning
- Support SENDCo to coordinate provision for specific Key students.
- To monitor individual and/or directed pupils.
- To assess, record and report on individual student's achievement, progress and development.
- To monitor and intervene in specific student's behaviour.
- To assist with the timetabling of TA support in consultation with the SENDCo.

DUTIES AND RESPONSIBILITIES

The following Duties and responsibilities are indicative of those that will be required.

Support for Students

- Provide appropriate levels of individual attention, reassurance and help for student(s) needs as identified in Individual Passports and Plans.
- Support the specific needs of specified students – physical, emotional and/or behavioural.
- Support student(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets.
- Supervise and support Students during some break times depending on timetable.
- To assist with the comprehensive assessment of individual students and use detailed knowledge and specialist skills to support students' learning.
- To establish productive working relationships with students, acting as a role model and setting high expectations.
- To promote inclusion and acceptance of all students within the classroom.
- To encourage students to interact and work co-operatively with others and engage all students in activities.
- To promote independence and employ strategies to recognise and reward achievement of self-reliance.

- To assist the SENDCo/teacher with the development and implementation of Individual Education/Behaviour/Support Mentoring Plans.
- To provide information and advice to enable students to make informed choices about their own learning or behaviour.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Use appropriate strategies for challenging and motivating students to learn, encourage self-esteem and self-confidence.
- To provide feedback to students in relation to progress, achievement, behaviour and attendance.
- To assist students when they are excluded from, or otherwise not working within a normal timetable, to complete activities provided by the teacher/SENDCo.
- To work with other staff in school and outside agencies to provide a safe environment for physically vulnerable students.
- To meet with outside agencies and disseminate information as appropriate under the guidance of the SENDCo.
- Share the voice of the young person and parent to ensure a progressive pedagogy experience.

Support for Staff

- To support staff in planning and evaluating adaptive teaching learning activities and adjusting the learning environment as appropriate.
- To assist with the monitoring and evaluation of student responses to learning activities.
- To provide objective and accurate, feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To work within the setting's established approach to promoting positive behaviour management, to anticipate and manage behaviour constructively, promoting self-control and independence.
- To contribute to meetings with Parents and other agencies and provide constructive feedback on student's achievement and progress.
- To support with open evenings, parents' evenings and review meetings when requested.
- To support students' access to learning using appropriate strategies and resources.
- To manage record keeping systems and processes under the guidance of the SENDCo.

Support for the Curriculum

- To implement agreed learning activities, making adjustments according to student responses/needs.
- To be aware of curriculum learning objectives and make effective use of opportunities provided by other learning activities to support the development of students' skills, according to setting, local and national expectations.
- To use ICT effectively to support learning activities and develop students' competencies and independence.
- To select and prepare learning activities or resources, taking into account students' abilities, age, interests, language and cultural backgrounds.

- To work with staff to determine the need for specialist equipment and resources to support students, and to prepare and use equipment as appropriate.
- Support the maintenance of student records by providing information to the teacher and SENDCo and recording, in accordance with school and departmental policy, the work and progress of students.
- Report uncharacteristic behaviour patterns in individual students and incidents of inappropriate behaviour to the teacher and SENDCo.

Support for the College

- To be aware of student individuality and ensure that all students have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/values/aims of the setting.
- To support other TAs in their day-to-day duties and carry out additional administrative duties as requested by SENDCo.
- To attend and participate in regular meetings as required including weekly SENDCo led meeting, training and CPD.
- To attend and participate in whole school events such as Open Evenings when/if requested.
- To provide support for the implementation of support plans and SEND passports.
- To provide support for students entitled to in-class support, Access Arrangements and other EHCP outcome provision.
- To support out of school activities and trips, as directed.
- To have possible involvement with family learning events.

OTHER SPECIFIC DUTIES

- To continue personal professional development as required, and have an awareness of the SEND code of practice, and the Local Offer.
- To understand the implications of the Freedom of Information Act and the General Data Protection Regulation and other legislation to ensure confidentiality of records and information is maintained.
- Attend staff and other meetings and participate in staff training and development events as required.
- To actively engage in the performance review process.

- All support staff may be used to perform appropriate duties as and when required.
- To adhere to the setting's policies and procedures with particular reference to Child Protection, Equal Opportunities and Health and Safety.
- Lead by example and set a professional tone for behaviour, both as a role model and by supporting the culture of mutual respect between students and colleagues.
- Understand the Safeguarding requirements of the UTC and ensure compliance with the policy.
- The person undertaking this role is expected to work within the policies, ethos and aims of the UTC, to carry out such other duties as may reasonably be assigned by the head of school, and to play a full part in the life of the UTC supporting its distinctive mission and encouraging staff and students to do the same.

Education, Training and Qualifications		
	Essential	Desirable
NVQ Level 4 for Higher Level Teaching Assistants.	X	
English and Maths qualifications at GCSE grade 4/C or above, or equivalent.	X	
Evidence of and commitment to continuing professional development.	X	
Experience, Knowledge and Skills		
Experience of working with young people of a relevant age.	X	
Experience of working with young people with additional needs.		X
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.	X	
Working knowledge of the national curriculum and other learning programmes.	X	
Understanding of principles of child development and learning processes, in particular barriers to learning.	X	
Full understanding of the range of support services/providers.		X
Experience of planning and leading teaching and learning activities	X	
The ability to self-evaluate learning needs and actively seek learning opportunities.	X	
The ability to work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.	X	
Knowledge of how to successfully lead learning activities for a group or class of children	x	
Knowledge of how to successfully lead learning activities for a group or class of children	X	
Personal Attributes		
The ability to relate well to young people.	X	
A passionate commitment to the Energy Coast UTC and the value it will bring to students and the community.	X	
Demonstrate a personal commitment to equality, diversity and inclusion.	X	
The ability to demonstrate high aspirations and expectations for all young people.	X	
Committed to safeguarding and promoting the welfare of young people.	X	
High quality organisational skills.	X	
Excellent interpersonal skills with a high level of emotional intelligence.	X	
Willingness to take a part in the wider life of the UTC.	X	
Willingness to place a part in relevant training and knowledge.	X	
Enhanced DBS Clearance.	X	