

## JOB DESCRIPTION

<b>Department:</b>	Education
<b>Section:</b>	Frome Community College
<b>Job Title:</b>	Higher Level Teaching Assistant
<b>Reports To:</b>	SENCO / Deputy SENCo / SEMH Manager
<b>Main Purpose of Job:</b>	
<p>To support and help with co-ordination of the learning needs of SEN / SEMH students</p> <p>To independently deliver interventions for students of SEN with SEMH needs.</p> <p>To work under the guidance of senior/teaching staff and the SENCO to support the delivery of quality learning and teaching and to help raise standards of achievement for all students at the college.</p> <p>Work may be carried out in the classrooms, in small groups or on a one-to-one basis or in the comms base</p> <p>Support and be an active member of the First Aid provision in college.</p>	
<b>Main Responsibilities and Duties:</b>	
<p>To develop knowledge of a range of learning support needs and to develop an understanding of the specific needs of the students to be supported.</p> <p>Providing support for individual students inside and outside the classroom to enable them to interact with others and engage in activities led by the teacher to improve their outcomes.</p> <p>To supervise and provide support for students, ensuring their safety and access to all learning activities where available and appropriate.</p> <p>Considering the learning support involved, to aid students to learn as effectively as possible both in group situations and on their own by, for example:</p> <ul style="list-style-type: none"> <li>• assisting with the development and implementation of provision maps and pupil passports.</li> <li>• clarifying and explaining instructions to help students concentrate on and finish the work set.</li> <li>• ensuring the student can use equipment and materials provided.</li> <li>• assisting in areas for development, e.g., language, numeracy, behaviour, social skills, reading, spelling, handwriting/presentation.</li> <li>• helping students to concentrate on and finish work set.</li> <li>• developing appropriate resources to support the students, as directed by the SENCO or Teaching Assistant Team Leader</li> </ul> <p>To establish a constructive relationship with all students and interact with them according to individual needs.</p> <p>To promote the inclusion and acceptance of all students.</p> <p>To set challenging and demanding expectations and promote self-esteem, aspiration, and independence.</p> <p>To provide the necessary pastoral care to enable students to feel secure and happy.</p>	

To provide feedback to students in relation to progress and achievement under the guidance of the teacher and/or SENCO where necessary.

Assist teachers (and SENCO and other professionals as appropriate), in the development and planning of a suitable programme of support for students.

Assist in the monitoring of student responses to learning activities, this will include marking work/activities and accurately recording achievement/outcomes.

Provide detailed and regular feedback about students' progress to the SENCO and teachers, as directed by the SENCO.

Contribute to the maintenance of student progress records.

Participate in the evaluation of the any support programmes, as directed by the SENCO or Teaching Assistant Team Leader.

Promote good behaviour, dealing promptly with conflicts and incidents in line with established policy, and encourage students to take responsibility for their own behaviour.

Establish constructive relationships with parents/carers.

Administer routine tests and undertake routine marking of students' work, as necessary.

Support the Access to Learning Team with photocopying and other administration tasks where necessary.

Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student need.

Undertake intervention programmes linked to local and national learning strategies, recording achievement and progress, and feeding back to the teacher.

Support the use of ICT in learning activities and develop students' competence and independence in its use.

Assist with the preparation and maintenance of equipment/resources required to meet lesson plans/relevant learning activities to support the delivery of an enriched curriculum.

Attend and participate in relevant meetings as required, including team meetings.

To support in the smooth running of exams – including room set up, invigilating and read & scribing.

Liaise, advise, and consult with other members of the team supporting the student as appropriate.

Contribute to reviews of student's progress as appropriate.

#### **First Aid:**

- To complete Mental Health First Aid and First Aid Training and ensure that this training is always in date.
- To provide mental Health First Aid and First Aid (Physical) as directed by the SEMH Manager.
- First point of contact for pupil and staff first aid/welfare duties. Providing first aid when needed.
- Looking after ill students, liaising with parents/staff etc.
- Maintain a central record on SIMS and the medical log spreadsheet of illness, accidents, first aid given, and students seen in student reception.
- Complete accident forms when needed.
- Treat medical conditions when needed.
- Monitor regular patterns in illness or timings of students' visits.
- Liaise with 111 and 999 operators and paramedics when needed.
- Liaise with staff regarding first aid boxes around the school, personal responsibility for minibuses and trip first aid boxes and the first aid cupboard. Personally check the first aid boxes around the school on a yearly basis.
- Place first aid orders for the whole school and office when needed.
- Keep sanitary products stocked.
- Provide first aid and medical knowledge to other staff.

- Disinfect the medical room when needed.
- Ensure the asthma register is kept up to date.

#### **Facts and Figures:**

To work as part of the Access to Learning Team, as directed by the SENCO and Deputy SENCO and SEN Manager, as necessary.

Approx. 1200 students on roll – up to 10% of SEN

Approx. 200 Staff

#### **SUPPORTING PROCESSES**

##### **Problem Solving and Creativity:**

Must be able to build good relationships with a wide range of students with Special Educational Needs and/or Social/Emotional needs.

Must be well organised, patient, calm and adaptable with the ability to both respond quickly and effectively where necessary in classroom situations and organise a variety of planned responses and resources to support individual needs.

Must be able to recognise students' varying support needs and either recommend relevant support necessary or inform the SENCO Teaching Assistant Team Leader accordingly so that intervention can be arranged.

##### **Decision Making**

Will work within guidelines to provide support to the Access to Learning Department. Referring complex issues to SENCO or Teaching Staff for guidance. Must have a willingness to work in a flexible manner to support the curriculum

##### **Physical Effort and Working Conditions:**

Use of ICT to research, produce and/or amend and update resources as necessary. Classroom and small group work as well as individual work

##### **Contacts and Relationships:**

Contact with Senior Staff/Teaching Staff/Parents/Students, Teaching Assistants – providing support to the Access to Learning Department and making recommendations.

##### **Additional Information:**

A willingness to work with young people to support their achievement.

Set a good example in terms of dress, punctuality, and attendance;

##### **Knowledge, Skills, and Experience:**

Previous experience of a HLTA or TA role is required

HLTA qualification, or willing to undertake

First Aid Qualification, or willing to undertake

5+ GCSE A-C (inc English and Maths) or equivalent.

The ability to communicate effectively and in a variety of ways, with people at all levels.

**Agreed** that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: ..... Date: .....

Line Manager: ..... Date: .....

## PERSON SPECIFICATION

**Shortlisting will be based on the criteria listed below in the Person Specification. Applicants should therefore show in their application how their skills and experience match those criteria.**

### Details of Person Specification

Job Title: Higher Level Teaching Assistant

#### 1. Skills and Abilities

No	Description	Method of Assessment
	<b>Essential</b>	
1.1	Excellent interpersonal skills, with the ability to communicate well with young people and build positive working relationships	Application form/interview
1.2	Ability to provide clear instructions and guidance and use coaching and listening skills to support young people with access to learning	
1.3	Ability to work on own initiative and part of a team	
1.4	Enthusiasm, willingness to learn new skills and take on new challenges.	
1.5	Ability to work effectively with young people, assisting them to make progress in their learning.	
1.6	Ability to relate effectively with staff at all levels	
1.7	Ability to maintain professional boundaries with young people and be always aware of safeguarding young people.	
1.8	Ability to promote an ethos of inclusion and equal opportunities for all, regardless of any special educational needs	
1.9	Flexibility to meet the operational needs of the College.	
1.9.1	Be aware of and comply with the procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.	
1.9.2	Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.	
1.9.3	Contribute to the overall ethos/work/aims of the school;	
1.9.4	Appreciate and support the roles of other professionals.	
1.9.5	Where appropriate develop a relationship to foster links between home and school;	
	<b>Desirable</b>	
1.9.6	Ability to become a part of the College community	Application form/interview

**2. Knowledge/Qualifications**

No	Description	Method of Assessment
2.1	<b>Essential</b> 5+ GCSE A-C (inc English and Maths) and/or experience within a similar field	Application form/interview
2.2	HLTA and First Aid Qualified (or willing to undertake training)	
2.3	<b>Desirable</b> A HLTA or Coaching qualification (or willing to undertake training)	Application/ Interview
2.4	Knowledge of child development and/or Attachment Theory	

**3. Experience**

No	Description	Method of Assessment
3.1	<b>Essential</b> Previous experience of working with in a Teaching Assistant / supportive role	Application form/interview
3.2	<b>Desirable</b> Experience of working within a secondary school as a Teaching Assistant	Application form /Interview
3.3	Experience of planning, organising, and providing teaching support to individuals or small groups of students	
3.4	Experience and/or awareness of working with child protection, behaviour management and safeguarding policies	