

Job Description

Position Title:	Higher Level Teaching Assistant		
Reports to:	Deputy SENDCo	Cost Centre:	
Department:	Supporting Learning	Job Code:	37 hours per week, Term time only + INSET days
Location:	Furness Academy	Evaluated Grade:	NJC 20

1. JOB PURPOSE:

Be an integral part of the Inclusion team working under the supervision and direction of the SENCo, Assistant SENCo, Teacher of SEND, Specialist Support and Wellbeing Coordinator, teachers and other professionals to support the social, emotional and mental health needs of children with SEND, through the ELSA programme, to help them overcome their barriers to learning in order to achieve their full potential.

Promote and enhance the learning and teaching experiences of SEND students in a range of different contexts including in class support or small class teaching.

Plan, resource and deliver interventions to individuals or focus groups and assess and monitor the impact of the provision.

2. ACCOUNTABILITIES:

Organisation & Administration

In relation to the students:

- To develop an understanding of the additional needs of the student/s concerned.
- To take into account the students' additional needs and enhance their access to learning.
- To plan, resource, deliver and evaluate interventions for students with social, emotional and mental health needs/autism spectrum conditions. This may be individual or with small groups.
- To work with external professionals to plan for support needs and interventions.
- To maintain and analyse records of students' progress.
- To assist in the implementation of Student Passports and EHC Plans for students and help monitor their progress
- To implement the advice and programmes of work, as directed by the SENCo or Assistant SENCo and those provided by other professionals, such as speech therapists, Educational Psychologists, occupational and language specialists and paediatricians, as and when required.
- To assist students to make a successful transfer between educational establishments and transition at key stages in their learning.
- To support students with social, emotional or mental health needs in line with Academy policies, and help develop their social skills, wellbeing and confidence levels and subsequently, to enable them to maximise their learning and progress.
- To provide emotional support for students and support/deliver additional programmes and therapy offered.
- To support students during external examinations and internal assessment under the direction of the Assistant SENCo or Examination Officer.
- To act as a mentor to a specific group of SEND children.
- To provide personal care as required by students.

- To deliver whole-class lessons, using and adapting existing schemes of work, should this be required by the Assistant Headteacher responsible for timetable arrangements.

In relation to external agencies and other professionals, including Annual Reviews:

- To attend meetings and training as required.
- To provide written reports for Annual Reviews and meetings, as required.
- To keep records to support the tracking of students and identify areas for additional support.
- To work collaboratively with external agencies to aid planning for effective intervention and support.

In relation to the teachers, to assist the implementation of a fully inclusive curriculum:

- To jointly plan, evaluate and adjust learning activities as appropriate.
- To assist in the development and implementation of appropriate strategies and resources to meet the diversity of student's needs and interests.
- To act as liaison between students and the teacher, where appropriate.
- To support with writing Student Passports in order that teaching staff have relevant information and strategies to aid students with accessing the curriculum and making good progress.
- To communicate with staff regarding student needs as they emerge and change.

In relation to the Academy:

- To promote a 'working together' approach with the parent/carers and families to respond to children's needs. This will involve liaising with families to share information and provide feedback.
- To assist in Educational Visits for students with additional needs and other whole Academy events.
- To support college transition and work with students off site for KS4 placements and work experience.
- To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
- To be aware of Academy policies and procedures, including those relating to confidentiality.
- To identify personal in-service training needs and to attend appropriate internal and external in-service training.
- To participate and proactively be involved in relevant meetings, including staff and parents evenings, training, insets and twilight sessions as required.
- To ensure appropriate staff are kept up to date with relevant information.

Other:

- Carry out any other reasonable responsibilities, as directed by the Headteacher, compatible with the role and grade of the post.

Administration

- Produce intervention plans and evaluations to meet the needs of groups of students or individual students based on accurate and current data.
- Maintain manual and computerised records/management information systems and file appropriately.
- Produce lists/information/data/ reports as required and with regard to assessment, targets, interventions and outcomes.
- Contribute to data analysis and tracking.
- Undertake typing and word-processing and other IT based tasks specific to the role.
- Take accurate notes of meetings and communications with parents, staff and other agencies.

Resources

- Operate relevant equipment/ICT packages (e.g. SIMS, word, excel, databases, spreadsheets, Internet).
- Provide advice and guidance to staff specifically in relation to intervention plans.

General

- 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 an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the Academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Occasional attendance at meetings outside normal hours.
- Flexible working times required, sometimes outside the traditional Academy day.

Development

- Take responsibility for own ongoing personal development and growth of expertise.
- Participate in training and other learning activities and performance development as required
- Train and develop other employees, for proper succession planning and risk management.
- Other duties and responsibilities as requested by the Headteacher.

3. QUALIFICATIONS, EXPERIENCE, & SKILLS:

Qualifications:

Essential

- NVQ 3 or equivalent qualification or experience in relevant discipline.
- 5+ GCSEs including English and Maths at Grade C or above.
- ELSA qualification

Preferred

- Degree in Youth Work/ Social Work/ Education or other relevant professional level qualification.
- Evidence of further training in Academy-based support.
- Evidence of additional training or qualifications linked to mental health/emotional wellbeing/autism.

Previous Experience:

Essential

- Previous experience of working with young people in an Academy environment or similar.
- At least 2 years' experience in planning and delivering specific, named programmes of intervention, with individuals and or small groups.

Preferred

- Working knowledge of relevant policies/codes of practice & awareness of relevant legislation.
- Experience of working with young people and their families via the Early Help Assessment model.

Job Specific Skills:

Essential

- Experience of delivering interventions for students with social, emotional and mental health needs.
- Great numeracy and literacy skills.
- Excellent verbal and written communication skills
- Effective use of ICT packages including SIMS
- Use of relevant equipment/ resources
- Ability to relate well to children and adults
- Ability to manage own workload
- Ability to analyse data to produce reports and to inform decisions
- Work constructively as part of a team, understanding Academy roles & responsibilities and your own position within these
- Ability to identify own training & development needs & cooperate with means to address these preferred
- Participate in training and development opportunities

