

Job Description

Job Title: Higher Level Teaching Assistant (HLTA) (Maternity Cover)

Location: Great Yarmouth Charter Academy

Closing date: 12pm on 4th February 2022

Job title	Higher Level Teaching Assistant (HLTA) (Maternity Cover)
Salary Scale	Band E
Hours of Work	37 hours per week
Weeks Worked	Term Time + 1 week
Responsible to	SENDCo
Location	Great Yarmouth Charter Academy

Main purpose of the role

The Higher Level Teaching Assistant will work with all students, especially those with additional SEND needs to improve literacy levels. The role will involve assessing literacy levels through the use of standardised testing procedures, including planning, running and leading on literacy interventions that allow students to successfully engage with education.

Work with pupils to promote high literacy levels will be delivered in a variety of formats; group work, classroom and one-to-one.

A positive attitude around change and challenge. Committed to finding the best solution for pupils regardless of the barriers. Committed to making a difference in the lives of children and young people.

Organisational relationships

Reporting to the SENDCo.

Line management responsibilities for Teaching Assistants and Classroom Assistants.

Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> Supporting the development of students literacy ability, especially those with SEND needs Coordinate individuals with a range of skills, abilities and support needs ensuring effective flexible support is provided that allows participants to successfully progress into and sustain education. Support formal reviews of individual learners' progress at regular time bound agreed intervals. Support the construction of individual learning plans, including negotiation and agreement of worthwhile SMART targets. Dealing with behavioural problems and concerns in an imaginative and sensitive manner, and in line with the trust's disciplinary procedures. Providing ongoing monitoring and support throughout the individual learner's programme in relation to retention, achievement and progression. Motivating learners to attend regularly and punctually.
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> Supporting and guiding the learner in order for them to be able to make their own informed decisions and choices. Contribute to the PSHE and extra-curricular programme by devising appropriate group sessions or planning external delivery through key contacts. Support, guidance and training of other team members when necessary and supporting learners with queries and problems. Supporting learners to identify positive progression routes. To ensure protection of vulnerable persons and follow safeguarding and risk assessment procedures as appropriate where issues of concern are presented. To create resources/materials to assist in the participant's progress To support individuals with self-care skills and hygiene awareness if required. Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. Commit to embedding equality, diversity and inclusion in all activities.
Administration	<ul style="list-style-type: none"> Carrying out administrative duties with attention to detail. Ensure learner files are kept in good order, documents are appropriately completed, signed and dated as required. Ensure learners are given copies of documents as necessary. Effectively attend to any audit issue raised, ensure that issues are not repeated and ensure that all files are in good order. Report and record any safeguarding concerns in line with Trust policies.
Stakeholder Engagement	<ul style="list-style-type: none"> Liaising with both external support agencies and internal departments in order to collate information relating to learners with additional needs from a range of sources, including schools, Child and Adolescent Services etc, to ensure strategies for supporting learners can be put in place. Liaising with academic staff, and outside agencies, regarding the progress of individual learners to form a basis for Reviews. To work with managers and colleagues of the participants to ensure positive relations are established.
Personal Development	<ul style="list-style-type: none"> To take responsibility for own development in accordance with the needs identified through appraisal. Attend staff training, meetings or conferences as required.
Other	<ul style="list-style-type: none"> Act professionally, prudently and in the interests of the organisation at all times. Carry out any other duties as may reasonably be required by your Line Manager. Commitment to equality, diversity and inclusion.

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust.

The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Level 2 qualification in maths and English • NVQ 2 or equivalent in teaching assistant or equivalent experience 	<ul style="list-style-type: none"> • Relevant Level 3 qualification • Specialist Support for Teaching and Learning Diploma • HLTA Level 4 qualification • Thinking Reading Training or equivalent
Experience	<ul style="list-style-type: none"> • Significant experience in working with vulnerable young people with SEND/MH • Confidence to work effectively and assertively with young people, external agencies and parents/carers • Accuracy and precision in written presentation • Good ICT skills • Creative approach to problem solving • Effective time management and prioritisation skills • Ability to work autonomously using own initiative and able to make judgements on when to adjust support • To be flexible, adaptable, creative and willing to work outside term time 	
Professional Skills and Attributes	<ul style="list-style-type: none"> • Effective communication, interpersonal, presentation and organisational skills • Ability to work with a range of stakeholders • Ability to provide a differentiated support service to learners • Commitment to safeguarding and promoting the welfare of learners • Commitment to personal professional development 	

This Job Description may be subject to modification or amendment at any time after consultation with the Post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the Post holder's professional responsibilities and duties.

Signature

Date

Name