

Role Profile: Higher Level Teaching Assistant - Sowenna
Salary: NJC7 – NJC13
Reporting to: Head of Education
Responsible for: n/a

Important Functional Relationships:

Internal - Staff within Wave Mat Academy

External - Principals and other school-based staff; Pupils and their Parents/Carers; FE Colleges and other Outside Providers; Other outside agencies, both statutory and non statutory

Our Values:

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

Main purpose of the Role:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals or groups and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development.

Duties and responsibilities

Under the direction of the Teacher/ SLT ensure that support is provided to pupils through a carefully structured learning environment. This may include:

- Liaising with the Teacher about the planning and implementation of both group and individual programmes including producing lesson plans, worksheets, plans etc.
- Delivering learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs

- Delivering local and national learning strategies e.g. literacy, numeracy etc and making effective use of opportunities provided by other learning activities to support the development of pupils' skills
- **Delivering out of school learning activities after school hours and in holiday periods within guidelines**
- Assessing the needs of pupils and using detailed knowledge and specialist skills to support pupil's learning
- Liaising sensitively and effectively with parents and carers with regards to their role in pupil's learning and respecting confidentiality
- Planning, delivering and monitoring specific aspects of the curriculum as defined by the Principal
- Using knowledge of age related expectations of pupils, the main teaching methods and assessment framework in the relevant subjects
- Establishing productive working relationships with pupils;
- Promoting the inclusion and acceptance of all pupils within the classroom
- Supporting pupils consistently whilst recognising and responding to their individual needs, encouraging interaction and cooperative work with others.
- Encouraging pupils to interact positively and work cooperatively with others and engaging all pupils in activities
- Promoting independence and employing strategies to recognise and reward achievement of self-reliance
- Providing feedback to pupils in relation to progress, achievement and problems
- Undertaking activities with individuals, groups or whole classes to ensure their safety and facilitating their physical, emotional, social and educational development
- Providing feedback to pupils in relation to progress and achievement.
- Attending to pupils' personal needs and providing advice to assist in their social, health and hygiene development
- Organising and managing appropriate learning environments and resources
- Recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Supporting the role of parents/carers in pupils' learning and contributing to/leading meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc.
- Administering and assessing routine tests and invigilating exams/tests
- Monitoring and evaluating pupils' responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- Provide support and leadership to children on educational visits;
- Act as a confidante to the pupils whilst being aware of and following current safeguarding/child protection guidelines;
- To maintain confidentiality of information acquired in the course of undertaking duties for the Academy;

- Undertaking recruitment/induction/appraisal/training/mentoring of other teaching assistants

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Understand the cohort and plan accordingly
- Prepare the classroom for lessons
- 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

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher/ SLT
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Report behaviour or change to behaviour at Briefing/ Debriefing

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's Five Year Plan, policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community

Respect individual differences and cultural diversity. The HLTA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal, SLT or line manager.

To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Academy's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection);

This job description does not form part of the contract of employment. It describes the way in which the post holder is expected and required to perform and complete the particular duties as set out above and will be reviewed on an annual basis (or as need arises) and following consultation with you, may be changed to reflect changes in the job

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Substantial experience in main stream/special school; • Planning, delivering and monitoring specific aspects of the curriculum as defined by the Teacher/ SLT • Evidence of an ability to develop and maintain relationships with stakeholders built on honesty and integrity; • Display Personal and Interpersonal development and team-working skills; • Provide support and leadership to children on educational visits; • Pro-actively plan, organise and manage workload; • Display reflective practice and reflexivity; • Display knowledge and understanding of appropriate use of ICT in an education setting; • Display regular evidence of initiative taking; • Display robust self-management skills with regard to problem solving; • Experience of successfully working with children with SEBD; • Proven record of behaviour management; • Experience of working with disaffected children either in a special or main-stream setting; • Knowledge and understanding of children with medical difficulties 	<ul style="list-style-type: none"> • Experience in SEN/ pupils with medical needs; • Experience of supervising Teaching Assistants; • Undertake analysis and synthesis of complex information.
Education & Training	<ul style="list-style-type: none"> • 5 GCSE to include English and Maths or equivalent • Level 2 Certificate in Supporting Teaching and Learning in Schools, or similar 	<ul style="list-style-type: none"> • Further qualification relevant to post
Special Knowledge & Skills	<ul style="list-style-type: none"> • Robust self-management skill; • Proven ability to successfully teach a range of subjects at different key stages; • Proven ability to lead on a core subject area; 	
Any Additional Factors	<ul style="list-style-type: none"> • Regular access to a car; • Current driving licence; • Motor insurance certificate with Business use; • Strong team player 	