

SURLINGHAM PRIMARY SCHOOL JOB DESCRIPTION

HIGHER LEVEL TEACHING ASSISTANT (HLTA)

PERMANENT, PART-TIME, TT+1 WEEK, 36.25 HOURS PER WEEK

Line Manager:	Headteacher (but working to and with a qualified teacher on a day to day basis)
Salary:	Points 12 – 17 of the Sapientia Education Trust Support Staff Salary Scale: FTE £22,183 - £24,491 per annum Pro-rata: £18,610 - £20,914 per annum

THE POST

The Higher Level Teaching Assistant will complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities and monitoring / assessing individuals / groups / whole classes.

This role will also encompass working the Breakfast Club before school hours and providing TA support as required.

Surlingham Primary School is a member of the Sapientia Education Trust (SET).

The schools are committed to the professional development of all staff and provide a safe and supporting environment to work in.

PERSON SPECIFICATION

The personal competencies expected of all support staff are:

- The ability to communicate clearly and tactfully using appropriate methods and an awareness of the impact of your own communication on others;
- Able to maintain positive relationships with all and able to work as an effective and flexible part of a team; willing to change methods of work and routines to benefit the team;
- Willingness to accept responsibility for your own actions; the ability to prioritise effectively, meet deadlines and accept challenges.

The personal competencies expected for the role are:

- Engages with pupils appropriately and works with the best interest of pupils in mind;
- Able to work with minimum supervision;
- Understand statutory requirements and policies;
- Able to maintain confidentiality appropriately;
- Able to work as part of a team.

The qualifications and previous experience required for the role are:

- A good level of literacy and numeracy is essential;
- Previous experience working with children, preferably primary school age, in a classroom or similar environment is highly desirable.

JOB SPECIFICATION

General Responsibilities

Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to support individuals or groups of pupils, including more specialised support for those with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.

The post-holder will be required to comply with the Surlingham Primary School Code of Conduct.

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post-holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

A non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required.

Specific Responsibilities

Higher Level Teaching Assistant

- To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil's special needs and, wherever possible, making these part of the learning experience;
- Under agreed school procedures and in line with statutory guidance on supporting pupils at school with medical conditions, to give first aid/medicine and accompany sick children home, or to a health centre or hospital as necessary, or assist with programmes of special care such as physiotherapy, hydrotherapy or speech therapy, under the direction of the appropriate specialist;
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities;
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;
- Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents;
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher;
- Assist with the planning of learning activities;
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work;
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, and problems;

- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour;
- Administer routine tests, invigilate exams, undertake routine marking of pupils' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework;
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher;
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing pupils' competence in its use;
- 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 all pupils have equal access to opportunities to learn and develop;
- Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required;
- Assist with the supervision of pupils out of lesson times, including before and after school and accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Intervention Lead

- Develop and sustain nurturing relationships with the children who attend;
- Be a good listener;
- Be a good role model, demonstrating positive, consistent behaviour;
- Deliver carefully structured sessions, tailored to meet the individual needs of pupils;
- Maintain appropriate records to track children's progress and identify next steps;
- Review the impact of support alongside the class teacher and SENDCo;
- Liaise with other professionals when appropriate and necessary;
- Actively work in partnership with the class teacher and other school staff to support the transition of target skills;
- Report all concerns and/or disclosures in line with the school's Safeguarding policy.

SEND Intervention and Nurture

- Liaise with County Speech and Language therapist(s) to identify pupils receiving speech and language intervention or who have specific language difficulties (e.g. production and sounds etc.);
- To primarily work with pupils on a one-to-one basis in a classroom, work room or during free-play;
- To provide practical and targeted intervention activities to support the pupils who have been identified;
- Where appropriate, to cascade information/learning plans to classroom staff in order to improve the support given to pupils and facilitate the transference/reinforcement of skills;
- Monitor and evaluate pupils' progress and feed back to teachers, SENCOs and Cluster SEND Lead;
- Support the cluster in terms of official paperwork and case study creation;
- Support the annual review process for identified pupils, if required;
- Liaise with Cluster SEND Lead to ensure positive impact of work;
- Attend Cluster SENDCO meetings as and when required;
- Look to develop early identification of speech & language difficulties.

Other

The role will also encompass working the Breakfast Club before school hours & providing TA support as required. Responsibilities include:

- To supervise pupils in designated areas (including playground or other external spaces as directed) during the Breakfast Club time period, and to ensure their safety, welfare and general conduct through appropriate application of the school's policies and procedures.
- To establish safe and proper behaviour by appropriate intervention or referral to senior staff, as appropriate.
- To supervise the movement of pupils to and from dining areas, including any personal hygiene requirements (e.g. hand washing).
- To assist pupils, where necessary, with the collection and return of trays, or other items to the service counter.
- To assist pupils, as necessary, with the proper use of cutlery, drinking facilities or other aspects of breakfast provision.
- To assist in the clearance of any spillages and the wiping down, clearing or resetting of tables, as appropriate.
- To assist in the setting up and removal of furniture, where necessary.
- To take any immediate action to attend to sickness or accidents by carrying out minor first aid and summoning relevant assistance.
- To identify and report any unauthorised visitors on school premises.

HOURS OF WORK

Working weeks	Term Time plus one week (typically 39 weeks)
Hours per week	38.75 hours per week
Working Day	Monday-Friday: 07:30-15:15
Unpaid Breaks	30 minutes per day
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
CPD/Inset Days	CPD/Inset Days are included in your pro-rata salary.
Overtime	Additional hours may be worked by mutual agreement with the Headteacher and claimed on a timesheet. Additional hours will be paid at the Employee's standard rate of pay.

REMUNERATION

Salary Details:

Points 12 – 17 of the Support Staff Salary Scale:

- **FTE** £22,183 - £24,491 per annum
- **Pro-rata:** £18,610 - £20,914 per annum

New post-holders will normally be appointed on the lower point of the salary scale, which will be reviewed on successful completion of the probationary period, depending on skills and experience.

Annual holiday entitlement for full-time Employees (52 weeks/year) is as follows:

Annual holiday entitlement for full-time support staff is 244 hours (including bank holidays), rising to 274 after 5 years' service. Holiday entitlement is pro-rata for employees who work less than 52 weeks per year and/or less than 37 hours per week.

The post-holder will be entitled to join Surlingham Primary School's nominated pension scheme for support staff.

DRESS CODE

The post holder will be expected to wear appropriate business attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that pupils, staff and visitors are able to identify employees.

PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people.

Sapientia Education Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

REVIEW

The Job Description will be reviewed annually as part of the Trust's Performance Management programme.