

# Job Description

<b>Job Title:</b>	Higher Level Teaching Assistant (HLTA)
<b>Salary/Range:</b>	Support Staff Grade 7, Scale points 25 to 28
<b>Location:</b>	School-based
<b>Line Manager</b>	Class Teacher or member of Senior Leadership Team
<b>Responsible for:</b>	N/A
<b>Important Functional Relationships: Internal/External</b>	Other school and trust staff, parents/carers, Local Authorities, school advisers, agencies, specialists

## Expectations of the Postholder:

Enable Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment.

## Main Purpose

To complement the professional work of teaching staff in a special education setting by taking responsibility for:

- Designated learning, social development, or welfare activities with pupils, and/or
- The organisation and development of a specialist area of activity within the school, and/or
- The line management or supervision of other Teaching Assistants (or other relevant adults) working at the school

## Key Responsibilities

The specific duties of the HLTA will be determined by the Headteacher and will depend on the requirements of the particular school, and the need to meet the often complex and challenging needs of the relevant pupils. They will normally include many or all of the duties described below:

- a) Take a lead role in delivering specified learning, developmental or welfare activities to individuals or groups of pupils within an agreed system of supervision. This may include the delivery of relevant activities to classes, groups or individual pupils without a teacher being present.
- b) To participate, as directed by the responsible teacher in class, group or individual learning and development programmes for pupils, including appropriate local or national learning strategies.
- c) To supervise classes or groups of pupils undertaking activities prepared or initiated by teaching staff where this is appropriate either as: a planned and scheduled activity within the school timetable, or an occasional requirement arising from short-term teacher absence.
- d) To make a significant contribution to the planning and preparation of activities and work programmes for specified areas of responsibility.

- e) To provide the relevant teacher(s) with appropriate feedback and reports on pupil achievement, progress, and development.
- f) To promote the inclusion and acceptance of all pupils within the school community.
- g) To use ICT effectively to support learning activities and to develop pupils' competence and independence in its use.
- h) To select, prepare and/or modify resources appropriate to designated learning activities.
- i) To support the social development and welfare needs of individual pupils in accordance with school practices and policies. This may include the administration of medicines or assisting other health or mobility needs of assigned pupils subject to relevant training.
- j) To take a lead role in the organisation and development of an assigned area of specialist support needs within the school community, e.g. behaviour management, communication. This may involve:
  - Planning and delivering relevant activities to classes, groups, or individual pupils.
  - Supporting staff, parents, families, or other helpers through providing information or training in the relevant specialist area (e.g. PECS, Makaton signing)
  - Organising and maintaining suitable resources to support the specialist area of activity including the management of any allocated budgetary provision.
  - Liaising and reporting, as necessary to the school leadership team and/or governors
  - Ensuring effective liaison with other specialist staff e.g. community nurses, SALTs or Educational Psychologists
  - Providing outreach support and training for the staff of mainstream schools
- k) To be responsible for/contribute to the day-to-day management of other teaching assistants or defined support staff, e.g. lunchbreak supervisors. This may include:
  - Liaising with the Headteacher/other appropriate teaching staff on relevant issues
  - Holding regular staff meetings or briefings
  - Undertaking or contributing to performance reviews
  - Participating in recruitment and selection procedures
  - Contributing to induction, mentoring, and training programmes
  - Supervising volunteer helpers and/or student work experience placements
- l) Act as an adult role model and support school policies when dealing with students or visitors to the school.

## Safeguarding

Safeguarding and child protection have the highest possible profile across our Trust. All post holders have a responsibility to ensure children and young people are protected from harm. To fulfil this requirement, the post holder must:

- Be subject to an enhanced Disclosure and Barring Service (DBS) check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared.
- Complete an induction which includes safeguarding and child protection procedures and guidance.

- Promote and safeguard the safety and welfare of children in accordance with the trust's Safeguarding and Child Protection and Behaviour Management policies.
- Behave in a way which fully promotes the school and trust's safeguarding ethos. The post holder will be expected to act as an adult role model and support school policies when dealing with pupils or visitors to the school.
- Undertake regular training organised by/for the school/trust in relation to safe handling of children and safe management of children who may exhibit challenging behaviour and operate according to the school and national procedures in relation to this, taking guidance from staff that hold specific responsibilities for these areas.
- Report any concerns regarding safeguarding and child protection to the Designated Safeguarding Lead immediately.

### Dimensions

Number of staff managed or supervised: Typically, 4 – 8

Budget for training/resources: Typically, £500 - £1,000

### Job context

- Special schools cater for the complex and often challenging needs of a small proportion of pupils whose needs cannot be met in mainstream education. There will often be significant or severe social, emotional, or physical needs to meet in order to enable the pupils to access learning activities.
- The HLTA will play a critical role in linking the work of teaching staff with that of teaching assistants and other support staff who contribute to the learning, development, and welfare of pupils. In most cases there will be substantial direct involvement in the delivery of learning activities, but the emphasis may be on particular aspects of social development and welfare which reflect the special needs of the pupils and may include substantial physical health, emotional or behavioural factors.
- There will normally be a significant contribution to an assigned area of specialist support needs within the school community which will involve a wide range of interaction with staff colleagues, parents and visiting professionals. This contribution may extend to supporting staff in mainstream schools.

### Supervision

- The HLTA will receive overall direction from the Headteacher or other nominated Line Manager.
- Learning and developmental activities will be undertaken with the school's agreed system of supervision and will be within a framework set by the teacher with overall responsibility for the assigned pupils or support area. This does not require the relevant teachers to be present at all times, but the school's supervision arrangements should clarify how support will be provided, if required.
- The HLTA will be expected to work with little direct supervision in areas of assigned responsibility.

## Problems & decisions

- Preparing and delivering relevant activities to meet a range of pupil needs and being able to respond appropriately to questions or challenges presented.
- Having the flexibility to undertake a range of different learning and support activities to meet the requirements of various teaching staff.
- Using appropriate strategies to manage and support groups or individual pupils with complex educational, health and/or social needs and responding positively to a range of sometimes unpredictable behaviours which may be aggressive or emotionally disturbing.
- Taking an active role in the supervision and training of other staff. Intervening, where action is necessary and using experience and judgement to resolve problems directly or to seek further support, if required.

## Contacts

- Daily interaction with teaching staff, support staff, pupils, and parents.
- Significant contact with staff from the Local Authority or other agencies which may include school advisers, Education Psychologists, and relevant medical or specialist staff (e.g. burses, SALTs, psychiatrists, or physiotherapists).
- The postholder will need to build positive relationships and gain the confidence of parents and other staff or adults with specialist roles to deliver and develop areas of assigned responsibility.

## General

- To undertake professional development and enhance subject and specialist knowledge as appropriate.
- The post holder has a responsibility for their own health and safety at work and that of others ensuring they have received adequate training for any activities they undertake as part of their job role.
- To make a positive contribution to the life of the school and the trust.
- To carry out other appropriate activities as directed by the Headteacher.
- To be accountable to the Headteacher in all of these aspects.

## Core Expectations

- Staff should recognise that as the Trust develops, job roles may need to change focus and job descriptions will be reviewed accordingly. Staff need therefore to be flexible in their approach to accommodate the changing needs of the Trust and to participate fully in professional development which supports this.
- All staff in Enable Trust must adhere to and actively support school and trust policies.

## Special Notes or Conditions

The postholder may be required to undertake:

- Lifting of non-ambulant pupils using lifting aids and manual handling techniques
- Dealing with personal welfare and hygiene of incontinent pupils
- Pushing wheelchairs, buggies and other mobility aids on school premises and off-site

- Operating hoists after appropriate training
- Using Team Teach techniques after appropriate training

In special schools, some challenging behaviour by pupils may be experienced, and the special needs of the pupils may present emotional and physical demands not common to mainstream schools.

Use of computer and other communication aids will be required to support teaching and learning activities.

Most activities will be undertaken on school premises but there will be some off-site working, which may include home visits to support pupils or parents.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive definition of the post but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

# Person Specification

Essential	Desirable	Evidence From
<b>Qualifications and Training</b>		
3 GCSEs or equivalent, including Maths & English, Level 4/Grade C and above	<p>Teaching Assistant qualification Level 3</p> <p>Qualification in Childcare &amp; Education, e.g. BTEC National Diploma in Childhood Studies</p> <p>Training in the appropriate age range or curriculum area</p> <p>Training relevant to SEND education e.g. Makaton, Team Teach and positive behaviour approaches, communication boards.</p>	<p>Application Form</p> <p>Certificate</p>
<b>Experience</b>		
<p>Experience of teaching in an SEN school or SEN resource base</p> <p>In depth of the learning and support needs of pupils with SEND</p> <p>Experience of co-ordinating and / or supporting other staff</p>	<p>Experience of leading whole class learning or learning in small groups</p> <p>Experience of planning activities and/or personalised timetables</p> <p>Experience of modelling good practice to other staff</p> <p>Experience of communicating directly with parents and carers</p> <p>Experience of working with external professionals</p>	<p>Application form</p> <p>Supporting statement</p> <p>References</p> <p>Interview</p>
<b>Personal Attributes and Skills</b>		
<p>A commitment to the aims and values of our school</p> <p>Excellent communication, problem-solving and teamwork skills</p> <p>Ability to work flexibly and respond positively to change</p> <p>Willingness to undertake further professional development</p>	<p>Ability to use ICT to support pupils' learning</p> <p>Willingness to reflect on own practice</p> <p>Ability to solve problems to achieve the best outcomes for pupils</p> <p>Ability to establish trusting relationships with parents and carers</p>	<p>Application form</p> <p>Supporting statement</p> <p>References</p> <p>Interview</p>