

Job Description

Job title:	Higher Level Teaching Assistant (Learning Support)	Contract Type:	Permanent Term time plus 2 weeks
Responsible To:	ASL Learning Support	Grade & Spine Point:	Scale 5 (£33,291 - £34,779) Actual: (£29,632 - £30,956)
Location:	St Pauls Way Secondary		

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

1. To provide support for learners who may have social, physical and emotional needs. This will include students currently on role and those arriving: Mid Phase Admissions and Managed Moves (FAP)
2. To respond quickly and professionally to possibly unexpected events and have a flexible approach to the delivery of work.

MAIN RESPONSIBILITIES

1. To work as directed by DOLs/SENCO/Subject Driver LS with individual students and small groups, introducing tasks, monitoring students' work and using a range of strategies to support their learning.

2. To support the SENCO in Faculty administration as required including creating individual and group records e.g. Pupil passports and provision mapping.
3. To help all students to access the full curriculum, and to encourage independent learning by promoting the reintegration of identified students into mainstream lessons.
4. Use specialist knowledge and skills to develop the Literacy and Numeracy skills of students within an inclusive setting.
5. To help prepare and maintain a purposeful, orderly and supportive environment for learning using behaviour for learning strategies.
6. To be aware of the learning needs of individual students and to keep appropriate records, contributing to their Pupil Passports, Annual Reviews, provision maps and student passports.
7. To produce, monitor and evaluate the tracking systems in place to monitor students using Learning Support, with clear record keeping of student work being completed.
8. Contribute to the planning and delivery of interventions in the LS, including horticulture, behaviour management groups, ELSA.
9. To observe, track and monitor the progress of FAP/MPA students including academic progress and behaviour.
10. To provide targeted support to individuals and groups, including those students with SEND, EAL, medical & behaviour needs.
11. To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
12. Ensure all students using the learning support have appropriate work (liaise with pastoral teams)
13. Collaborate regularly with the class teacher to discuss student progress and to plan and review support.
14. To attend formal meetings during contracted hours to discuss students' progress with parents and other professionals as part of the relevant staff group.
15. To support the school's aims and ethos.
16. Respect the confidentiality of student information and respond sensitively to student's needs, maintaining an awareness of particular learning and physical needs of the students you support at all times.
17. To undertake care tasks as appropriate related to student' physical welfare in accordance with LA guidance and procedures.
18. To share skills with less-experienced colleagues and trainees on work placements, modelling good practice and providing simple demonstrations.
19. To accompany students and teachers on educational visits and trips during contracted hours, being responsible for students' safety and engagement in learning activities.
20. To be the key worker for identified students.
21. To design and deliver an effective behaviour mentoring programme for individuals and groups of students across the school who are referred through YIM.
22. To liaise with HOFs and Data Manager in producing timetables for MPA/FAP students.
23. To deliver restorative justice and mediation to students when advised.

The postholder must demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.

GENERAL ADMINISTRATION

1. Monitor work area and practices to ensure that they are safe and free from hazards and conform to health, safety and security legislation, policies and procedures.
2. Liaise with pastoral managers to identify areas of concern and referring vulnerable students to the appropriate agencies
3. Control, storage and administration of medication
4. Maintenance of Medical Tracker and appropriate records.
5. Ensure that infection control measures are adhered to in line with local and national guidelines.
6. Ensure that communications are responded to in a timely manner and agreed deadlines are met

EQUALITY AND DIVERSITY

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

HEALTH AND SAFETY

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

SAFEGUARDING

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

QUALIFICATION CRITERIA

1. Relevant First Aid qualifications

JOB DESCRIPTION AGREEMENT

The post holder will be line managed and appraisal managed by: Trust Leader

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Post holder)

_____ Signed by (Trust Leader)

Person Specification

Higher Level Teaching Assistant

Knowledge and Experience	Essential	Desirable
<ul style="list-style-type: none"> Expertise and specialist skills in working with students with behavioural, emotional and developmental needs 		✓
<ul style="list-style-type: none"> Experience of working with students with special educational need including speech and language, sensory and/or physical impairment 	✓	
<ul style="list-style-type: none"> A good honours degree 	✓	
<ul style="list-style-type: none"> GCSE English and Maths (A*-C or 9 - 4) 	✓	
<ul style="list-style-type: none"> Good working knowledge of management information systems 	✓	
<ul style="list-style-type: none"> Sound knowledge of school procedures and practices 	✓	
<ul style="list-style-type: none"> Ability to support students in developing literacy and numeracy skills 	✓	
<ul style="list-style-type: none"> Ability to manage and supervise the work of a team of LSAs 		✓
<ul style="list-style-type: none"> Ability to maintain data and procedure reports as necessary on Learning Support referrals, trends, etc. 	✓	
<ul style="list-style-type: none"> Ability to produce advice and guidance to SLT, parents and students as required on students accessing Learning Support 	✓	
<ul style="list-style-type: none"> Understanding of Health and Safety legislation and good practice 	✓	
<ul style="list-style-type: none"> Understanding of safeguarding and child protection procedures and legislation 	✓	

Skills and abilities	Essential	Desirable
<ul style="list-style-type: none"> The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff 	✓	
<ul style="list-style-type: none"> The ability to accept guidance and direction from staff. 	✓	
<ul style="list-style-type: none"> Good level of ICT skills 	✓	
<ul style="list-style-type: none"> Ability to lead and manage own work effectively and take responsibility for own professional development 	✓	
<ul style="list-style-type: none"> Ability to communicate effectively with groups of students, teachers, parents and other members of staff. 	✓	
<ul style="list-style-type: none"> The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents 	✓	
<ul style="list-style-type: none"> The ability to manage and prioritise workload 	✓	

<ul style="list-style-type: none"> • Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards 	✓	
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Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> • Ability to develop good personal relationships within a team; making an effective contribution to high morale 	✓	
<ul style="list-style-type: none"> • Commitment to confidentiality 	✓	
<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels 	✓	
<ul style="list-style-type: none"> • Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects 	✓	
<ul style="list-style-type: none"> • An appetite and stamina for challenging work 	✓	
<ul style="list-style-type: none"> • A proactive approach to continuous professional development 	✓	
<ul style="list-style-type: none"> • A passionate belief in the success of young people and obtaining high standards 	✓	
<ul style="list-style-type: none"> • Flexible, adaptable, results orientated and able to prioritise, resilient under pressure 	✓	
<ul style="list-style-type: none"> • A willingness to engage positively with supportive critical feedback 	✓	
<ul style="list-style-type: none"> • Ability to communicate effectively (both orally and in writing) to a variety of audiences 	✓	
<ul style="list-style-type: none"> • A good-humoured approach to all aspects of school life, management and leadership 	✓	
<ul style="list-style-type: none"> • A calm and relaxed manner as well as a positive and optimistic outlook 	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> • Commitment to equality of opportunity and the safeguarding and welfare of all pupils 	✓	
<ul style="list-style-type: none"> • To undertake, within reason, other various responsibilities as directed by the Deputy Headteacher 	✓	
<ul style="list-style-type: none"> • This post is subject to an enhanced Disclosure & Barring Service check 	✓	