

## Job Description

<b>Job Title</b>	Higher Level Teaching Assistant
<b>Organisation</b>	Berkeley Green UTC
<b>Reporting to:</b>	SENDCO
<b>Main Purpose of the role</b>	
To support students with all aspects of their learning enabling them to develop the knowledge, understanding and skills necessary to reach their full potential.	
<b>Key Tasks / responsibilities:</b>	
<ul style="list-style-type: none"> <li>To act as a champion for young people with additional learning needs</li> <li>To take a highly active role in supporting students to achieve their goals and qualifications</li> <li>To work collaboratively with teaching staff and others to support learner progress and achievement through 1:1 or small group support</li> <li>To take responsibility for small group interventions and on occasion to deputise for a subject teacher</li> <li>To have a particular focus on the development of subject-specific knowledge, skills and literacy, under the guidance of the relevant subject team leader(s)</li> <li>To work closely with the Inclusion Manager, SENDCo, VIP team and teaching staff to identify and advocate for ongoing support needs of vulnerable learners.</li> <li>To take a lead role for whole class activities either as: <ul style="list-style-type: none"> <li>a planned and scheduled activity within the school timetable or</li> <li>an occasional requirement arising from short-term teacher absence</li> </ul> </li> </ul> <p>For each of these responsibilities, the HLTA may be required to plan learning activities</p> <ul style="list-style-type: none"> <li>To lead groups or whole class sessions with lively, rich and enthusiastic lesson delivery, with flexibility and creativity to promote effective participation, enhance individual learning, raise aspirations and achieve full potential</li> <li>To work alongside teaching staff and make a significant contribution to the planning and preparation of activities and work programmes for pupils</li> <li>To provide teacher(s) with appropriate feedback on pupil achievement, progress and development</li> <li>To supervise students and provide support for independent study during the times when they are not directly supervised by teaching staff</li> <li>To adapt/modify curriculum materials as necessary</li> </ul> <p>Within the Wider UTC</p> <ul style="list-style-type: none"> <li>To support students in positively managing their own behaviour.</li> <li>To supervise private study sessions for groups of students.</li> </ul>	
<b>Key Interfaces</b>	
<ul style="list-style-type: none"> <li>SENDCo and other Teaching Assistants</li> <li>VIP team</li> <li>Tutors and teaching staff</li> <li>Students</li> </ul>	

Supporting College Goals and Values – all roles					
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS-AT are expected to actively support the achievement of the UTC's goals and, at all times, both internally and externally, to behave in a manner consistent with our mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> <li>• Performing your role and delivering your service in a way that helps the UTC achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.</li> <li>• Promoting the image of the UTC as one that is committed to the highest standards of delivery and service.</li> <li>• Sharing the UTC's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.</li> <li>• Sharing and prioritising the effective implementation of the UTC's Equality and Diversity Policy.</li> <li>• Promoting and implementing best practice in Health and Safety,</li> </ul>					
Measurable Performance Standards for this role					
<ul style="list-style-type: none"> <li>• To support the achievement, progress and progression rates for learners receiving additional learning support</li> </ul>					
Level of Disclosure and Barring (DBS) disclosure required					
Enhanced with barred list checks					
Author and Date					
Louise Davies    September 2021					
Job Evaluation ( <i>for HR Completion</i> )					
Score		Profile		Level	

As the needs of SGS-AT change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

## Person Specification

SGS Berkeley Green UTC

Criteria	Essential	Desirable	Assessed by
<b>Qualifications and attainments</b>			
A recognised level 2 qualification in English and Maths	✓		Application
A recognised level 2 qualification in Science		✓	Application
Further qualifications related to special educational needs or significant experience of supporting students in an educational setting	✓		Application
First Aid training (including resuscitation procedures for children)		✓	Application
<b>Experience and knowledge</b>			
Proven track record of recent experience of working within Secondary Phase	✓		Application/Interview
Experience of supporting pupils with SEND within Secondary Phase		✓	Application/Interview
Experience of delivering English, Maths or Science to small groups or whole classes		✓	Application/Interview
Commitment to promoting and safeguarding the welfare of pupils	✓		Application/Interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview
Experience of working alongside external providers/outside agencies within a school environment		✓	Application/Interview
<b>Skills and abilities</b>			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for pupils, young people and families	✓		Application/Interview
Able to work pro-actively and take initiative	✓		Application/Interview
Able to relate to and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire, motivate and support pupils, parents and staff	✓		Application/Interview
Able to build and develop teams capable of achieving excellence in goals and objectives	✓		Application/Interview
Excellent written and communication skills	✓		Application/Interview
Well developed IT skills		✓	Application/Interview
Flexible in adapting to the teaching approaches used at the UTC	✓		Application/Interview
Able to work effectively with staff colleagues.	✓		Application/Interview

Criteria	Essential	Desirable	Assessed by
<b>Essential UTC attributes</b>			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	✓		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	✓		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	✓		Application/Interview