

Job Description Higher Level Teaching Assistant

Purpose of the job

To provide effective and high quality support to identified students, implementing agreed learning activities/teaching programmes, adjusting activities according to student responses/needs, with a variety of barriers to learning, under the supervision and direction of the school's leadership team.

Support for Students

- Provide effective literacy / numeracy support to students on a one to one or small group basis, including but not limited to students who have an identified SEN, students with EAL, disadvantaged students and those of a lower cognitive ability.
- Deliver literacy/numeracy support sessions with a curriculum focus that may require supplementary focus on interventions related, but not limited to; SEMH, emotional literacy, communication and interaction.
- Assess, record and report on development, progress and attainment, identifying the overall impact and feedback to appropriate members of the team; line managers / SENCO, using this information to inform future interventions / planning.
- Use appropriate assessments to identify students' needs and barriers to learning.
- Provide feedback on students' academic progress and attainment.
- Attend to students' personal needs and provide advice to assist in their well being.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an educational professional.
- Work proactively and effectively in collaboration with other staff and relevant professionals to plan, deliver and evaluate targeted interventions, setting targets for further progress for individuals and groups of students
- Challenge and motivate students, promote and reinforce self-esteem
- Establish and maintain relationships with parents, carers and other professionals, e.g. speech therapists
- Use specialist curricular/learning/skills/training/experience to support students
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all students
- Support students within the school setting and support teachers to implement agreed strategies in order to support the student.
- Develop and differentiate packages of learning using resource packs and/or department schemes of learning for individual and group sessions.
- Support students consistently whilst recognising and responding to their individual needs and be aware of and support difference, and ensure all students have equal access to opportunities to learn and develop.
- To safeguard the welfare of students and promote emotional health and well being

Support for the curriculum

- Implement agreed learning activities/teaching programmes; adjusting activities according to students' responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, Key Skills and GCSE and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Help students to access learning activities through specialist support
- Any other duties / responsibilities commensurate with pay grade and role

Support with external partnerships

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of students' out of school hours learning activities
- Supervise students on visits, trips and out of school activities as required

Behaviour and Safety

- 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.
- Support a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students. Maintain professional conduct and appearance, punctuality and attendance at all times.
- Have high expectations of behaviour, promoting self-control and independence of all learners

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents/carers with regard to students' achievements and well-being using school systems/processes as appropriate
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Professional development

- Regularly review the effectiveness of your deployment and its impact on students' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Take responsibility for personal development; making full use of the school's professional development opportunities and training, be responsible for improving your practice, participating fully in training and development opportunities identified by the school or as identified as developing needs within school.

Person Specification Higher Level Teaching Assistant

Attributes	Essential	Desirable
Relevant Experience	<ul style="list-style-type: none"> At least 3 years' experience of working with pupils within a learning environment. Experience of working with children with special educational needs (SEN), social, emotional and mental health needs Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and parents/carers from a variety of ages, abilities and backgrounds. 	<ul style="list-style-type: none"> Previous varied experience of working with young people in a range of educational settings Knowledge and experience of one or more areas of SEND in detail (e.g. autism, dyslexia, SEMH) Relevant experience of evidence based interventions Experience leading and managing other support staff. Experience in multi-agency working.
Education & Training	<ul style="list-style-type: none"> GCSE's grade C/NVQ Level 2 or above in English and Maths (or able to demonstrate equivalent of numeracy and literacy) Aptitude to develop a knowledge of the role within an education environment through achievement of NVQ level 3 in an appropriate field 	<ul style="list-style-type: none"> A-levels or equivalent Degree or similar level vocational / professional qualifications (including HLTA accreditation or similar) QTS Trauma Informed Schools training Evidence of relevant CPD
Knowledge & Skills	<ul style="list-style-type: none"> Good listening and communication skills Ability to build successful working relationships Able to work independently and as part of a team Excellent literacy skills Working knowledge and skills of planning and implementing relevant learning programmes Ability to plan, organise and prioritise effectively Knowledge of social, emotional, mental health and behaviour needs and their implications within a school environment Empathetic with those facing barriers to their learning ICT skills – able to support learning through ICT Sound knowledge of Safeguarding 	<ul style="list-style-type: none"> Knowledge of the primary curriculum Teaching or supporting the teaching of early reading/phonics