

Job Description Support Staff

Role:	Higher Level Teaching Assistant (HLTA)
School:	Beckfoot Thornton
Salary/Grade:	Band 8 SCP 17-22
Reporting to:	SENCO

Corporate Responsibilities:

- Progress pupil learning in a range of settings; including working with individuals and groups of pupils or whole classes during short term absence, supporting students to achieve top 10% outcomes in a remarkable learning environment
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager

This role involves engaging with pupils in regulated activity relevant to children.

Key Duties and Responsibilities:

- Plan, prepare and deliver a range of learning activity in and out of the classroom, appropriately differentiated and suitably challenging, ensuring all pupils are engaged and supported where necessary to facilitate remarkable progress
- Monitor and assess pupils, recording and reporting on progress and development
- Motivate and engage pupils, providing instruction and guidance, ensuring physical, social, emotional, and intellectual development
- Develop and implement Individual plans and/or Personal Care Programmes and contribute to reviews
- Line-manage and lead on recruitment, induction, and appraisal of designated support staff, providing effective communication, training and mentoring to enable staff to carry out duties
- Direct and support the work of colleagues to support learning
- Provide support for pastoral needs in the school
- Administer tests, invigilate exams, and undertake marking of pupils' work.
- Provide accurate, detailed, and constructive feedback to the teacher and pupils, contributing to lesson planning and supporting pupil progress
- Set challenging expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate, recognising achievement
- Organise and safely manage the learning environment and resources
- Develop, prepare and use learning resources to meet relevant learning objectives
- Promote positive values, attitudes and behaviour, maintaining a purposeful and supportive learning environment
- Use effective behaviour management strategies, encouraging pupils to interact and work cooperatively, reporting where appropriate in line with school policy

- Recognise opportunities to further promote and reinforce the inclusion, acceptance, and integration of all pupils
- Assist and contribute to the planning cycle and development of assessments in relation to pupil needs
- Lead meetings and communicate with families and other professionals, establishing supportive relationships to facilitate progress in pupils learning
- Participate in and organise extracurricular /enrichment activities, such as outings, social activities, and sporting events to enhance learning and engagement
- Assist with the supervision and welfare of pupils, contributing to effective behaviour management in school
- Provide administrative and organisational support for the teacher / department
- Maintain accurate records using relevant systems in line with policy and records management procedures
- Lead / attend meetings and undertake duties as required in line with Trust / school calendar, sharing expertise and supporting others
- Contribute to the development of systems and procedures in the department, support the life of the school and work within the overall aims and objectives of the school
- Additional duties may include being a trained fire marshal and/or trained first aider.

Professional development:

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to support and maintain excellent service delivery and knowledge in role
- Seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- Actively engage in the school coaching offer and appraisal process
- Under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English in school.

Date:

July 2022

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	Requirements	Essential Desirable	Identified
Qualifications / Training	<ul style="list-style-type: none"> Minimum of five GCSE (A-C/ 4+) including English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2. Level 4 / HLTA qualification or equivalent Evidence of relevant CPD activities 	E E E	Application
Experience	<ul style="list-style-type: none"> Recent and successful experience in a relevant setting Experience of working with children with a range of abilities and needs Experience as a Teaching Assistant / Cover Supervisor 	E E E	Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Knowledge and understanding of child development and teaching strategies Curriculum knowledge in relation to age and ability range Excellent behaviour management skills Ability to relate well and work effectively with children and adults. Initiative to develop own practice and advance pupil learning Understand varying needs of pupils and how to overcome barriers to learning Understanding of SEND Good planning and organisational skills Work constructively as a part of a team Excellent communication and interpersonal skills Able to use IT and relevant software effectively to support learning Knowledge of relevant policies and guidance and awareness of relevant legislation 	E E E E E E E E E E E	Application Interview
Character / Values	<ul style="list-style-type: none"> High commitment to safeguarding and promoting the welfare of children A passion for education and a deep-felt desire to make a difference for young people Commitment to the Trust agenda for inclusion, diversity and equality 	E E E E	Application Interview

	<ul style="list-style-type: none"> • Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty, and leadership • Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know' • Emotionally intelligent: know when to direct and when to challenge • Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example • Understand the importance of work/ life balance • Resilient, flexible and hardworking • Interest in the Trust's wider role in the community 	E E E E D	
Personal Circumstances	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • Flexibility to support out of hours activity on occasion 	E E E	References Interview