



CAPELLA HOUSE

**School:** Capella House

**Post Title:** Higher Level Teaching Assistant

**Contract:** Full Time

**Grade:** Scale 6

**Effective date of Job Description:** May 2021

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**Hours of Duty:** 36 hours per week (Term Time Only)

**Reports to:** Headteacher/Teacher

**Responsible for:** None

**Liaison with:** Headteacher/Assistant Headteacher/ Teachers/Therapists/

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**Context:**

We are a specialist day school for learners with speech, language and communication (SLCN) as their primary need and other associated needs including ASD, ADHD and sensory issues. Every member of Capella House School will have a voice and contribute to its core purpose: that of providing consistently excellent, engaging and innovative specialist teaching and learning opportunities in a nurturing, safe and therapeutically rich environment.

Expectations of Capella House pupils, parents and staff will be high. A multi-professional and highly skilled team (including Speech, Language and Occupational Therapists) will work collaboratively, developing personalised approaches to learning, ensuring that individual needs are met.

**Purpose and Objectives of Work**

- To promote learning and participation by all pupils.
- To encourage social inclusion by engaging with parents/carers and families to provide early intervention, support and guidance to improve learning outcomes for pupils.
- To provide support for pupils, the teachers, therapists and the school in order to raise standards of achievement for all our pupils who have speech, language and communication difficulties.
- To complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

- To monitor pupils, assess, record and report on pupils' achievement, progress and development as agreed with the teacher.
- To plan, prepare and deliver learning activities for individuals/ groups or whole classes, including an after school club.
- To be responsible for the management and development of a specialist area within the school as discussed and agreed.
- To work across the school and supervise classes during the short-term absence of teachers in line with school cover policy.
- To support the ethos and vision of the school and to contribute to the general well-being of all the members of the community: pupils, parents, colleagues, governors and all others involved.

## **KEY ACCOUNTABILITIES**

### **Support for Pupils & their families**

1. Establish constructive relationships with pupils, communicate and interact with them according to individual needs and promote the inclusion and acceptance of all pupils;
2. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning within the schools assessment recording policies.
3. Prepare and maintain a safe environment for all and deal with accidents, emergencies and illness according with school policy;
4. Provide a supportive and challenging environment, enabling children to take risks safely;
5. Supervision of pupils while carrying out pre-prepared work and work that has been set in accordance with school policies including PPA cover and interventions;
6. Supporting pupils to achieve their goals and aspirations;
7. Support and assist parents and pupils to reduce pupils' absenteeism - provide liaison between pupils, the school and/or parents including assisting in identifying problems of which a pupil's irregular attendance may be a symptom;
8. Support children's successful transitions;
9. Support pupils consistently while recognising and responding to their individual needs;
10. Encourage pupils to interact and work cooperatively with others and engage all pupils in activities;
11. Promote positive self-esteem, cooperative working and develop independence whilst employing strategies to recognise and reward achievement;
12. Encourage positive behaviour at all times;
13. Following school procedures, support the implementation of pupils' pastoral programmes including personal, social, health, physical, behavioural, medical and welfare care matters. This will include assisting with the administration of medication in accordance with an individual's Health Care Plan;
14. Develop and maintain appropriate contact with the families and carers of children, particularly those who have identified additional needs, and keep them informed to secure positive family support.

## **Support for Teachers**

1. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring activities against predetermined learning objectives.
2. Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
3. Meet when required with senior leaders, class teachers and therapists to report on progress of identified pupils.

## **Support for the Curriculum**

1. Deliver learning activities to pupils adjusting activities according to pupil responses/needs;
2. Use ICT effectively to support learning activities and develop pupils' skills, competence and independence in its use;
3. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, speech, language and communication needs;
4. Use appropriate specialist aid/resources/equipment as advised by the therapists.

## **Support for the School**

1. Be aware of and comply with policies and procedures relating to safeguarding such as child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person;
2. Be aware of and support difference and ensure all pupils have access to opportunities to learn and develop ensuring adherence to the Equal Opportunities Policy;
3. Develop positive working relationships for inclusion opportunities with co-located schools including planning, delivering and reviewing practical inclusive activities with pupils from and within Capella House School and co-located schools;
4. Maintain working relationships with colleagues and develop effectiveness in a support role by attending and participating in relevant meetings, training and other professional development as required;
5. Review and develop own contribution to the school;
6. Be responsible for the supervision of pupils attending sporting events and accompany teaching staff and pupils on other visits, trips and out-of-school activities as required;
7. Lead and manage active lunchtimes and particularly encourage interaction and social communication;
8. When appropriate, attend network meetings with other family liaison officers/ learning mentors and contribute to the identification and sharing of good practice between individuals to enhance provision.

### **Line Management Responsibilities**

1. Liaise between leadership, teaching staff, therapists, HLTAs and teaching assistants.
2. Support and guide other teaching assistants and hold regular team meetings with staff as directed.
3. Assist with training and mentoring for other teaching assistants.

### **Other**

1. To support the school's administrative team to ensure the effective management and acquisition of resources throughout the school.
2. To undertake any other duties appropriate to the post that may reasonably be required from time to time

***The Auriga Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced DBS Check with a check of the DBS Barred List***