

# Heathfield Community School



## Job Description:

**Job title:** Higher Level Teaching Assistant (HLTA)

**Salary:** Grade 12 (awaiting evaluation)

**Hours:** 37 h per week

**Contract type:** Term-time only plus 5 inset days

**Reporting to:** The SENCO and Headteacher

**Responsible for:**

### Main purpose

Complement the work of teachers by taking responsibility for developing and delivering agreed learning activities under an appropriate system of supervision. This may involve planning, preparing and delivering learning activities or being responsible for specific provision for individuals, groups and whole classes. Undertake specified work, including delivering lessons to small groups or whole classes on a regular basis within an agreed system of supervision and pre-determined framework.

Play a significant role in the educational, personal and social development of designated students, advancing learning under the direction and guidance of relevant colleagues (e.g. the Headteacher, SENCO and class teachers). Support students in accessing the curriculum, engaging with their learning and achieving their full potential by employing relevant strategies and techniques developed as a result of significant experience, specialist knowledge, skill and expertise. Deliver measurable impact on student attainment as well as social and emotional well-being, the benefits of which are likely to extend beyond the individual student or class in order to have a wider positive impact. Support, coach or manage other colleagues to develop their practice.

### Duties and responsibilities

#### Relationships

- Establish effective relationships with designated students both 1:1 and in groups, utilising specialist and developed skills and techniques to ensure they make progress in line with their objectives and achieve their potential.
  - Work in partnership with teachers using advanced levels of knowledge and skill to ensure individual student learning needs are met, to discuss and monitor progress, to plan learning activities, to address any concerns and share strategies and good practice.
  - Undertake specified work, including delivering lessons to small groups or whole classes on a regular basis within an agreed system of supervision and pre-determined framework.
  - Provide targeted and focussed support and feedback to students as a result of effective monitoring and assessment techniques. Assess, record and report their achievements, progress and development.
  - Effectively communicate knowledge and understanding of pupils to other professionals to facilitate informed decision making with regard to required intervention and provision.
  - Build effective ongoing relationships with parents/carers keeping them informed of students' needs, targets and progress and sustaining effective relationships with the school community. Recognise the valuable contribution of parents and carers to the development and wellbeing of students.
  - Establish constructive, ongoing relationships with external practitioners assisting them with delivery of specialist support.
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- Engage with SENCO and Deputy SENCOs as well as colleagues to play an active role in monitoring, evaluating, assessing and reporting on the needs of specific students and their short- and long-term learning goals. Record and report on students' achievements, progress and development.
- Adapt communication style and language to suit individual students and their specific needs, demonstrating skill and a range of techniques to enable inclusion and responsiveness to the individual.
- Work collaboratively to share information, knowledge and best practice.
- Learn from others to continuously improve practice and ensure required knowledge is up to date and relevant.
- Deal with any Child Protection disclosures or pastoral concerns sensitively and in line with Safeguarding policy and procedures.
- Support the role of parents/ carers in students' learning and contribute to meetings with parents/ carers to provide constructive feedback on student progress.

### **People Management**

- Take responsibility for identified students, groups or whole classes, using specialist techniques and strategies to support them to achieve their targets. Act as mediator and advocate working in their best interests when in professional dialogue with others.
- Manage own workload while providing direction, coaching and/ or line management to others to ensure they carry out their work effectively.
- May be required to supervise Teaching Assistants.
- Oversee the running of a particular provision, for example a Personalised Learning Centre (PLC) or similar if required.
- Promote the inclusion and acceptance of all students within the classroom.
- Assist in the resolution of student disputes in accordance with school policy and practice.

### **Resource Management**

- May be responsible for a specific provision, for example overseeing a specific learning environment or the delivery of a specific course.
- Effective use of time to carry out significant planning in order to prepare, develop and adapt bespoke, targeted and/ or specialist resources, including lesson plans, individual educational plans and study materials that ensure the advancement of learning when used in intervention groups and lessons.
- Highlight and recommend resources that could be utilised to support specific students.
- Active role in development of policies and procedures.
- Ensure learning resources, IT and disability aids are available and operational as required to support full inclusion.
- May be required to regularly supervise specific classes as directed, covering whole classes and/or small groups during the PPA of the timetabled class teacher. Ensure students carry out the curriculum tasks set by the teacher, assist them to understand the nature of the work set, manage student behaviour and minimise the impact of the teacher's absence on their learning.
- Ensure all written and electronic records and reports are accurate, comprehensive and timely.
- Analyse learning records to ensure effective assessment, modification of approaches and ultimately to contribute to students' progress and to advance learning.
- Use specialist knowledge and techniques to play an active role in effective assessment, supporting the monitoring, recording and reporting of student performance and progress.
- Effective use of developed positive behaviour management techniques and strategies, with support where required. Skilled in assisting students with behavioural difficulties.
- Manage any budgetary responsibilities effectively.
- Invigilate exams and tests as required.

### **Health and Safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

### **Other areas of responsibility**

The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role and this Job Description and does not define in detail all duties/responsibilities of the post. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher. The Job Description will be reviewed on a regular basis and may be subject to modification or amendment after consultation and agreement with the postholder. Additional detailed guidance can be found in the Heathfield Community School Practice document which is issued to all members of the teaching staff.

### **Problem Solving and Creativity**

- The postholder will be required to provide support on a range of complex people issues, that may not have a clear answer, requiring innovative and creative solutions.
- On a daily basis, within prescribed school guidelines, develop a range of strategies in conjunction with the Senco to engage individuals and groups of students, often with differing requirements, in the experience of learning and in their personal, social, health and moral education.
- Use a variety of interpersonal techniques to establish supportive relationships with students, colleagues, parents, carers and outside agencies
- The postholder will need to be flexible and creative in their daily work practices.

### **Decision Making**

- Liaise with teachers to support them in delivering lessons as well as carrying out learning activities/ covering lessons and making certain decisions independently, albeit under the overarching direction of the teacher.
- Taking account of learning needs for specific students, decide on appropriate strategies and ensure differentiation to allow individuals to fully access the lesson.
- Proactive and independent planning, monitoring, assessing and modifying appropriate learning activities in order to advance learning and achieve the best outcomes for students.
- Contribute to the identification a selection of students for specific interventions such as social skills or literacy and numeracy sessions.
- Seek guidance and support from colleagues as required.
- Understand when it is necessary to raise concerns, and ensure this is done in line with relevant policy and procedure.
- Adapt approach to respond appropriately to situations that arise.
- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of the students in relation to their educational activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- On occasions there will be a need to make immediate decisions, without initial referral to SLT , in relation to immediate care, control and safety of students with additional educational or personal needs.

### **Accountability**

You are accountable to and will report to the SENCO and Headteacher as appropriate. You are expected to set the highest personal standards of performance for yourself, and with the support of your line

manager, you are responsible for ensuring your own learning and development by way of work-based and /or other methods of study. Success will be measured through: Performance achievement of individual targets within the annual Appraisal process.

### **Physical Effort and Working Conditions:**

Heathfield Community School has expanded over the years and has various buildings across its site, you will be expected to show your presence across the whole site.

### **Work Demands**

- Be flexible to meet the needs of students, able to multi-task and adapt to situations as they arise
- Ability to be patient, show empathy and remain calm under pressure.
- Undertake other appropriate tasks such as first aid duties as required.
- Adopt a range of developed techniques and strategies, gained through experience to promote positive pupil behaviour and deal promptly and effectively with conflict and incidents in line with school policy. Encourage pupils to take responsibility for their own behaviour.

### **Physical Demands**

- Manual handling may be required (relevant training will be provided if necessary). Positive handling may be required but only in situations where safety is at risk and should be managed in line with relevant guidelines.
- Contribute to organising physical teaching space and resources to maintain a safe, stimulating environment.
- Assist in practical lessons e.g. PE, Drama and DT as required.
- Organising physical teaching space and resources to maintain a safe, stimulating environment.
- Administer medications where appropriate in accordance with school policy and assist students with personal care requirements such as toileting.
- Escort and supervise students on educational and out of school activities.
- A normal school environment, although the postholder may be involved in external school activities some of the working day is spent standing, with periods of crouching/ bending to engage students in activities, outside working and challenging emotional responses to situations.
- Occasional physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with students who have psychological needs and/ or physical disabilities.

### **Working Conditions**

- Work will be school based but will include accompanying students on visits and may include attending meetings at other sites as well as with external agencies. May be required to carry out various duties at other school sites.
- Effectively manage some challenging situations which can require conflict resolution and working within an emotive environment.

### **Contacts and Relationships**

- Teacher
  - Headteacher
  - Senior Leadership Team
  - HR
  - Heads of Departments
  - School Business Manager
  - Professional Body representatives
  - Other agencies including the LEA
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## Person specification

CRITERIA	QUALITIES	
	ESSENTIAL	DESIRABLE
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Good literacy and numeracy competency (including GCSE Maths and English at grade C or above), or equivalent qualifications.</li> <li>➤ Commitment to undertake relevant qualifications and to ensure ongoing professional development.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gained HLTA status, or equivalent qualification, or experience to demonstrate consistent ability to operate at this level.</li> <li>➤ Trained in first aid and administration of medication, or commitment to undertake the training.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>➤ Demonstrable, recent experience working as a highly effective/ skilled Teaching Assistant, HLTA or a role of equivalent skill level and requirement.</li> <li>➤ Experience of working effectively with SEND students, students with additional needs and/or disabilities on an individual basis or in groups. Adapts practice to meet individual needs and ensure an inclusive approach, enabling students to access the curriculum in accordance with the SEN code of practice and disabilities legislation.</li> <li>➤ An understanding of, acceptance and commitment to the fundamental principles of equal opportunities.</li> <li>➤ Able to work in a way that promotes equality of opportunity and respect for diversity.</li> <li>➤ Proactive and passionate about equality, diversity and inclusion.</li> <li>➤ Ability to communicate effectively with people from a variety of backgrounds.</li> <li>➤ Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</li> <li>➤ Able to work in a way that promotes the safety and well-being of children and young people.</li> <li>➤ This role involves working with children on a daily basis and is therefore in regulated activity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of or willingness to train in order to offer personal care support to students with a physical disability (where relevant).</li> <li>➤ Previous experience of supervising staff.</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ Able to engage students on a one to one, group or whole class basis, manage behaviour and advance learning while covering a lesson or delivering a particular intervention.</li> </ul>	

- Able to communicate effectively both orally and in writing. Demonstrates an ability to understand and convey complex, sometimes highly sensitive information.
- Able to demonstrate developed communication skills, adapting language and style appropriately to suit a range of audiences.
- Advanced interpersonal skills, in particular demonstrating empathy and active listening.
- Good planning, organisational and administrative skills and use of expertise specifically with regard to developing effective learning activities and support materials.
- Skilled at researching, planning and evaluating learning activities, individual student development plans, assessments and a range of interventions.
- Preparing and delivering effective, structured learning programmes, under appropriate supervision, that demonstrably advance learning.
- Able to effectively monitor student engagement and progress, modify approaches as required and deliver constructive feedback.
- Able to engage a class/ group effectively, manage behaviour and advance learning while covering a lesson or delivering a particular intervention.
- Effective use of IT for own planning and to support students. Ability to use education specific IT systems, such as SIMs.
- Works collaboratively and effectively as part of a team to ensure best outcomes for children.
- Able to engage constructively with a wide range of stakeholders such as students, parents/carers and external organisations.
- Self-evaluates learning needs and seeks professional development opportunities.
- Knowledge and understanding of classroom roles and responsibilities and own position within these.
- Understand relevant policies, guidance and legislation with a commitment to keeping abreast of developments, including latest safeguarding guidance.
- An understanding of learning processes, barriers to learning and behaviour management strategies to facilitate delivering learning activities effectively.
- Knowledge and understanding of the recognised HLTA standards. Working in accordance with these standards.

	<ul style="list-style-type: none"> <li>➤ Adheres to strict confidentiality requirements.</li> <li>➤ Willingness to attend meetings off site if required.</li> </ul>	
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>➤ A keen interest in working with children and commitment to inclusion and acceptance of all.</li> <li>➤ Patient and remains calm in challenging situations; makes sound decisions when under pressure.</li> <li>➤ Caring and understanding attitude, sensitive and responsive to the needs of children and their parents/ carers.</li> <li>➤ Emotional intelligence and resilience.</li> <li>➤ Hard working, flexible and reliable.</li> <li>➤ Confidence to independently manage whole classes or specific provision effectively.</li> <li>➤ Commitment to continuous improvement through professional development, self-evaluation and awareness.</li> <li>➤ Role model the positive values, attitudes and behaviour expected of students.</li> <li>➤ Commitment to and able to work in a way that promotes and respects equal opportunities and diversity.</li> <li>➤ Commitment to and able to work in a way that promotes the safety and well-being of children and young people.</li> <li>➤ Confidence to independently and regularly manage groups, whole classes or specific provision effectively within an agreed system of supervision and pre-determined framework</li> <li>➤ Enjoyment of working with children</li> <li>➤ Sensitivity and understanding, to help build good relationships with pupils</li> <li>➤ A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding pupil's wellbeing and equality</li> <li>➤ Resilient, positive, forward looking and enthusiastic about making a difference</li> </ul>	