



STONE LODGE SCHOOL

Job Description

Job Title:	Higher Level Teaching Assistant (Communication and Interaction)
Salary:	Grade 7: £24,291 to £28,249 pa depending on experience (Actual salary £21,814 to 25,368 pa)
Hours:	37 hours per week, 40 weeks per year (Term Time plus 5 inset days and 5 additional days)
Responsible to:	SENCO

The Key Task

The HLTA (Communication and Interaction) will have direct responsibility for the Communication and Interaction team. Primarily, this will involve implementing and coordinating interventions for pupils with speech, language and communication needs and autistic spectrum disorders. The range of responsibilities delegated to the role with regard to provision and coordination is outlined below.

Core Purpose of the Post

The HLTA (Communication and Interaction) with the support of the SENCO, supports the day-to-day operation of provision made by the school for pupils who need support for communication and interaction. They provide professional guidance in this area in order to secure high quality teaching and the effective use of resources to bring about improved standards of the achievement of all pupils.

Duties

The duties outlined in this job description may be modified by the Head Teacher with your agreement, to reflect or anticipate changes in the job commensurate with the role.

Supporting the SENCO to:

- Ensure effective systems of communication, including feedback about pupil's learning to inform future planning.
- Monitoring the quality of communication and interaction support by establishing effective systems to identify and meet the needs of pupils, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Liaise with and coordinate the contribution of external agencies.
- Ensure up-to-date knowledge of national and local initiatives which may impact upon policy and practice.

In corroboration with the SENCO to:

- Plan, coordinate and deliver timetabled intervention groups and classes as appropriate.
- Deliver INSET.
- Collect and interpret specialist assessment data gathered on pupils and use to inform practice.
- Work with pupils, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SLCN and ASC pupils.

Recording and assessment

In corroboration with the SENCO:

- Set targets for raising achievement among pupils with SLCN and ASC.
- Collect and interpret specialist assessment data.
- Update the SENCO on the effectiveness of provision for pupils with ASC and SLCN.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Collate SLCN and ASC transition data and organise SEN files.

Leadership

- Advise the SENCO on all staffing matters within the Centre.
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop pro forma for essential paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identify the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Provide training opportunities for teaching assistants and SEN staff to develop their knowledge of SLCN and ASC.
- Disseminate good practice in SLCN and ASC across the school.
- Identify resources needed to meet the needs of pupils with SLCN and ASC and advise the SENCO of priorities for expenditure.

Standards and quality assurance

- Support the aims and ethos of Stone Lodge School.
- Set a good example in terms of punctuality and attendance.
- Attend and participate in open evenings.
- Uphold Stone Lodge School behaviour code and uniform regulations.
- Participate in staff training.
- Attend team and staff meetings.
- Develop links with governors, LAs and neighbouring schools.

Management

Support the SENCO with the:

- Timetabling and deployment of the Communication Centre.
- Liaise with the SENCO and other SEN staff to allocate support for EHCP pupils according to LA funding levels and individual need.

Other Responsibilities

- Administer the marking, scoring, recording and dissemination of reading tests.
- Coordinate Pupils Passports for pupils with communication needs
- To inform the SEN administrator of changes to individual pupil support so that the SEN register remains current.

Person Specification

Area	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Maths and English Language GCSE grades A*- C (4-9) • Have an awareness/knowledge of Health & Safety at Work • Higher Level Teaching Assistant Qualification 	<ul style="list-style-type: none"> • Other qualifications / training related to supporting students with additional needs
Knowledge, skills and experience	<ul style="list-style-type: none"> • Experience of working with young people in school or other learning environment. • Ability to work to tight deadlines and be flexible in supporting other staff. • Keen interest and passion for the education of young people and the enthusiasm to contribute more widely to the life and community of the school. • Experience of leading small intervention groups for students. • Ability to work effectively as part of a team. • Ability to communicate well with students, staff and parents. • Ability to organise own time to ensure that resources are available when required. • An understanding of child protection, health & safety, equal opportunities and confidentiality 	<ul style="list-style-type: none"> • Previous experience supporting students with SEN. • Experience of line management of Teaching Assistants • Experience of overseeing performance management of other staff (Teaching Assistants) • Experience of developing TA timetables • Knowledge of instructional coaching
Special aptitudes	<ul style="list-style-type: none"> • Possess an understanding of how children and young people develop and learn. • To be able to relate well to students, understanding their needs and being able to respond accordingly. • Possess tact and sensitivity when dealing with students, parents and staff. • Good IT skills (Microsoft office. SIMs). • Has a keen desire to learn and develop in their role 	