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| **Archbishop Benson Primary School**  ***Motto: Fun & Learning, Hand in Hand, all things are possible.*** | [http://image.shutterstock.com/display_pic_with_logo/818227/104023823/stock-vector-fun-learning-104023823.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://www.shutterstock.com/pic-104023823/stock-vector-fun-learning.html&ei=Mj4YVefpKqat7gaA1YDYBg&bvm=bv.89381419,d.ZGU&psig=AFQjCNH2HBECiNJ0Aol3wZ28YT8gNzJxYA&ust=1427738515973804) | [http://cliparts.co/cliparts/pi7/r9G/pi7r9GXbT.jpg](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&frm=1&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://imgarcade.com/1/hand-in-hand-logo/&ei=vD4YVZqiN6KP7AaghoEo&bvm=bv.89381419,d.ZGU&psig=AFQjCNE265x7wWUQ8eATtjxDHyUxe1Ezsg&ust=1427738639082157) |

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| **JOB DESCRIPTION FOR HLTA (Inclusion) Updated 21.10.2021** | |
| **Job Title:** | Higher Level Teaching Assistant |
| **Key Stage/Year Group** | As outlined in job advert |
| **Hours:** | FTE per week as outlined in job advert (days and times of the week to be agreed) |
| **Salary Range:** | Pay range as outlined in advert (dependent on skills and experience offered to the school) |
| **Responsible to:** | HT/DHT/AHT/Inclusion Leads |
| **Direct Supervisory Responsibility for:** | Other TAs & helpers when undertaking HLTA role within classrooms |
| **Important Functional Relationships: Internal/External** | Teachers, pupils, support staff, parents |

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| **Main Purpose of Job:** |
| * **To consistently and effectively demonstrate HLTA knowledge, understanding, attributes and skills (see below) within day-to-day practice** * **To proactively support teaching and support staff in the development and education of children including the provision of specialist skills and knowledge at an advanced level across a specific discipline or a range of disciplines.** * To be able to work effectively and supportively with teachers and TAs to meet the needs of pupils with complex needs * To support the curriculum and the school through the provision of high level assistance to teachers and support staff in the practical organisation of inclusion-based learning, coordinating and undertaking group work and individual work. * To take a pro-active role in the support of the educational, social, emotional and physical needs of all pupils |

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| **Main Duties and Responsibilities:** |
| **To undertake the following requirements with minimum supervision:**  **Pastoral Support**   * Work positively, proactively and professionally within the Pupil Welfare Group, the School Inclusion Team and across the school. * Work with the Inclusion Leads & Manager to maintain an effective School Inclusion Team * Build positive mentoring relationships with vulnerable & disadvantaged pupils * Model the highest standards of inclusive practice in daily practice in line with our commitment to a whole-school TIS-approach to pupil inclusion * Model high levels of autism awareness/understanding and provide autism friendly services to enhance the lives of our autistic pupils and their families. * Work with the Inclusion Leads to plan, implement and evaluate programmes of support and/or action plans.   **Support for Teaching & Learning**   * Observe children in class and then use this to inform the planning of intervention & support. * Support children within classroom environments as well as the Intervention Rooms and the sensory room. * Help organise and maintain the Intervention Spaces, the sensory room and safe spaces across the school * Organise and manage learning sessions with specified groups of pupils * Supervise and support the work of other teaching assistants within the Inclusion Team and/or supporting the Inclusion Team * Monitor and assess specified individuals and groups of pupils in accordance with the monitoring and assessment arrangements for the Inclusion Team * Provide information and reports as required on the wellbeing, welfare & achievement of pupils * Work with parents to enhance pupils’ learning and development.   **Support for pupils**   * Establish meaningful and supportive relationships with the pupils to encourage acceptance, inclusion, social integration and individual development. * Ensure that pupils’ needs are prioritised and have a clear sight of how this role impacts on the school and the pupils at all times * Use specialist skills to assess and meet the intellectual, physical, social and emotional needs and mental health of groups of pupils & individual pupils and contribute to the development of EHCPs and other plans. * Deal with the personal care needs of children where appropriate in line with school & LA protocols and guidance   **Pupil Behaviour Management**   * Work alongside the SLT and Behavior Lead to maintain a consistent whole-school approach to our Behavior for Learning Policy across the school with a key focus on the promotion and reinforcement of self-esteem. * Work with the Behaviour Lead to successfully implement the school’s Restorative Approach and to ensure that all pupils, including those with complex needs, remain engaged with and motivated by the system. * Work with the Behaviour Lead in initiating, and then embedding staff use of the SIMS Behaviour module to develop a whole-school approach to the electronic recording of behavioural issues and incidences. * Engage with, motivate and challenge pupils and staff to put our whole-school approach to positive pupil behaviour management into daily practice and contribute to the removal of barriers to learning and under-achievement. * Assist with lunch and break time supervision of identified children in accordance with the School’s Policy for Playground Supervision   **Support for the school**   * Be proactive in sharing expertise and skills with others. * Be proactive in engaging with the school’s vision, direction and improvement priorities * Adhere to the ethos of the school * Undertake appropriate professional development including adhering to the principle of performance management. * Attend appropriate staff meetings school-based INSET   **Other**   * Fulfil responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with. * Be aware of confidential issues linked to home/pupil/teacher/school work and to ensure the confidentiality of such sensitive information * Be aware of and work in accordance with the school’s child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty. * Ensure all tasks are carried out with due regard to Health and Safety * Accompany children on educational visits and outings as supervised by the teacher or senior leaders * Administer basic first aid and assist in the dispensing of medically prescribed controlled drug in line with school procedures if trained * Carry out administrative tasks associated with all of the above duties as directed by the HT/DHT/AHT/Phase Leader * Be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection). |

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| **General:** |
| * Set an example of personal integrity and professionalism * Demonstrate flexibility within the working day & within working practices * Act as a team member and provide support and cover for other staff * Maintain confidentiality of information acquired in the course of undertaking duties for the school * Be aware of and adhere to all school policies and procedures * Be responsible for your own continuing self-development and be responsive to professional feedback * Be responsible for engaging with the school’s communication systems and remaining abreast of changes & developments * Undertake any other duties as commensurate within the grade in order to ensure the smooth running of the school as required by the HT/DHT/AHT/Phase Group leader |

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| **Special Conditions related to the post** |
| ***Archbishop Benson Primary School is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.***  Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:   * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications * Satisfactory health check   All new employees will be required to undertake mandatory training required by the school. |

**General Expectations for support staff:**

The duties may be varied to meet changed circumstances in a manner compatible with the post held, at the reasonable direction of the Head teacher. This job description does not form part of the contract of employment. It describes the way in which the member of staff is expected and required to perform and complete the particular duties as set out above.

**Health & Wellbeing**

Archbishop Benson School is committed to being a mindful organisation that actively values the health & wellbeing of everyone in the school. We strive to make it s0. We recognise that every individual has a right to:

* Mental. Emotional, social and physical wellbeing
* Experience personal achievements.

Archbishop Benson School is dedicated to ensuring these rights are delivered. As employers, we recognise that employee engagement is critical in ensuring that health and wellbeing provision is meaningful and successful. We are all responsible for creating an organization that promotes health and wellbeing strategies.

Health & Wellbeing strategies are opportunities to advance our workforce to a distinctive level. Inspirational learning environments can be created with a motivated, valued and dynamic workforce.

Health & Wellbeing is core to a first class workforce where the pupils will be rewarded with outstanding outcomes.

A meaningful and successful Health & Wellbeing provision involves the engagement of all employees, therefore it is the aim of Archbishop Benson School that each individual will:

* Promote healthy life style choices during the school day
* Be a positive role model
* Be responsible for actively seeking support if it is needed, professionally or personally
* Participate in personal and professional development opportunities, strategies and training

**HLTA Standards**

Those awarded HLTA status must demonstrate, through their practice, that they:

**Professional Attributes**

1 Have high expectations of children and young people with a commitment to helping them fulfil their potential

2 Establish fair, respectful, trusting, supportive and constructive relationships with children and young people

3 Demonstrate the positive values, attitudes and behaviour they expect from children and young people

4 Communicate effectively and sensitively with children, young people, colleagues, parents and carers

5 Recognise and respect the contribution that parents and carers can make to the development and wellbeing of children and young people

6 Demonstrate a commitment to collaborative and cooperative working with colleagues

7 Improve their own knowledge and practice including responding to advice and feedback

**Professional Knowledge and Understanding**

8 Understand the key factors that affect children and young people's learning and progress

9 Know how to contribute to effective personalised provision by taking practical account of diversity

10 Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people

11 Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy

12 Know how to use ICT to support their professional activities

13 Know how statutory and non‐statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support

14 Understand the objectives, content and intended outcomes for the learning activities in which they are involved

15 Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation

16 Know how other frameworks, that support the development and well‐being of children and young people, impact upon their practice

**Professional Skills\***

**Planning and Expectations**

17 Use their area(s) of expertise to contribute to the planning and preparation of learning activities

18 Use their area(s) of expertise to plan their role in learning activities

19 Devise clearly structured activities that interest and motivate learners and advance their learning

20 Plan how they will support the inclusion of the children and young people in the learning activities

21 Contribute to the selection and preparation of resources suitable for children and young people's interests and abilities

**Monitoring and Assessment**

22 Monitor learners' responses to activities and modify the approach accordingly

23 Monitor learners' progress in order to provide focused support and feedback

24 Support the evaluation of learners' progress using a range of assessment techniques

25 Contribute to maintaining and analysing records of learners' progress

**Teaching and Learning Activities**

26 Use effective strategies to promote positive behaviour

27 Recognise and respond appropriately to situations that challenge equality of opportunity

28 Use their ICT skills to advance learning

29 Advance learning when working with individuals

30 Advance learning when working with small groups

31 Advance learning when working with whole classes without the presence of the assigned teacher

32 Organise and manage learning activities in ways which keep learners safe

33 Direct the work, where relevant, of other adults in supporting learning

*\*Teaching and learning activities must take place under the direction of a teacher and in accordance with arrangements made by the headteacher of the school.*