



JOB DESCRIPTION

POST TITLE:	SEND Higher Level Teaching Assistant (Permanent Contract)
GRADE:	Scale 5, spinal point 12 – 17 plus Outer London Weighting pro rata
RESPONSIBLE TO:	Senco
ACCOUNTABLE TO:	Executive Headteacher
HOURS OF WORK:	36 hours per week, term time plus 5 inset days
PENSION:	Local Government Pension Scheme

Purpose of Post

- To undertake work and responsibilities in line with the Standards for Higher Level Teaching Assistants.
- To complement the work of the Learning Support Department, including the ARPS, and wider school staff by contributing to the progress and well-being of all students, but with special focus on those with SEND.
- To contribute to planning, preparing and delivery of agreed work and support programmes to individual or groups of students.
- To take a proactive role in guiding and supporting the Learning Support Assistant team, ensuring that they are secure and focussed in their roles.
- To act as a leading point of liaison and contact between the Learning Support Department and the wider school teaching staff.

Principal Accountabilities and Responsibilities

- To work collaboratively with departmental and school colleagues and outside professionals as part of a professional team.
- To work with departments and individual teachers to meet the needs of students by identifying difficulties that may arise in a curricular context and taking steps to overcome them.

- To plan, assess and deliver learning activities to individuals, groups or whole classes, working with departments and individual students to meet the needs of student with SEND across Key Stages 3, 4 and 5.
- To assist teachers and other relevant staff by preparing resources, implementing strategies and promoting the active inclusion, participation and learning of SEND students. This includes monitoring and modelling effective deployment on the SEN staff assessment procedures using the established SEND Feedback Policy.
- To deliver specific programmes with individual students or groups of students both in and out of the classroom.
- Managing a small team of support staff to ensure classwork, homework and assessments are appropriately differentiated for those students with specific sensory needs (such as autism, visual impairment, etc).
- To provide detailed feedback to Key Workers, Year Link staff and subject staff of student progress, achievements and problems. Under guidance, to act as a key worker by providing feedback to students, parents/ carers and other relevant staff on progress and achievements.
- To actively respond to students' diverse needs both in and out of the classroom environment as well as providing support during unstructured times including break times, lunchtimes and before/ after school.
- To establish constructive relationships with students and interact with them according to their individual emotional needs.
- To support identified students by:
 - Acting as a Key Worker for specified students: Liaising with parents/carers, Subject Teachers and relevant outside agencies / professionals and services in Brent; implementing Individual Plans; providing feedback to students and contributing to annual reviews.
 - Planning, delivering and assessing specific intervention programmes with individual or groups of students, both inside mainstream lessons as well as in withdrawal lessons.
 - Creating differentiated resources to support students' individual needs.
 - Ensuring students remain on task and complete set work.
 - Identifying and championing opportunities to develop successful social interaction and encouraging peer support.
 - Working alongside the Subject Teachers in lessons to help students access the curriculum.
 - Taking a lead role in assisting students to join in group and oral work.
 - Promoting self-esteem by praising effort and ensuring identifiable success in the classroom.
 - Encouraging students' independence in all areas of life.
 - Ensuring the safety and integration of students with physical and sensory needs.
 - Helping to manage students' physical and medical needs when necessary [Training will be provided].
 - Helping with therapy programmes when necessary [Training will be provided].
- To act as a guide / mentor for LSAs (e.g. inductions, informal training, etc).
- To provide advice and support for non-specialist colleagues on effective strategies and approaches to assist students who have special educational needs.
- To actively participate in the delivery of a range of support programmes e.g. social skills and emotional literacy sessions and PSHE (including sex and relationship education).
- Administer routine tests and invigilate exams. (Provide students' support with internal and external exams in compliance with the Equality Act, 2010).
- To contribute to the development, implementation and evaluation of reports and Annual Reviews.

- To support with the management of students' transitions from primary to secondary, secondary to college and sixth-form to employment, training or university.
- To take part in regular in-service training and to take responsibility for the ongoing development of your professional skills and knowledge.
- To accompany teaching staff on trips and school activities and take responsibility for a named student / group under the general supervision of a teacher.
- To maintain high standards of professional behaviour towards colleagues, parents, students and external professionals.
- To maintain a safe, positive learning environment.
- To undertake additional duties that are commensurate with the level of responsibility of the post, as directed by the Head of Inclusion/ SENCO, SEN Managers and/ or the Senior Leadership Team.
- To be aware of and to comply with policies and procedures, and to report concerns to an appropriate person in respect of all school policies including Equal Opportunities, Child Protection, Health and Safety, Confidentiality and Data Protection.

Additional responsibilities

- To record systematic observations of students in a range of contexts for use in class formative assessment.
- Attend School based and other INSET to develop professional skills and keep abreast of current developments in education.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Experience and Knowledge

- Knowledge of Health and Safety legislation, General Data Protection Regulations, and Safeguarding processes.
- Demonstrate an understanding of the business aspects of schools.
- Experience of working in a fast-paced environment.

Abilities, Skills and Attributes

- Ability to build and form working relationships with students, parents and colleagues, to work across operational boundaries.
- Be able to work as a member of a team.
- Demonstrate attributes of discretion, tact and diplomacy.
- Show initiative, drive and commitment to ongoing improvement.
- Be articulate and presentable.
- Be creative problem-solver with the ability to think ahead.
- Excellent administrative and organisational skills; with good attention to detail and the ability to use initiative and prioritise workload.

- Demonstrate a co-operative, reliable, customer responsive with a “can do” attitude with good communication skills both on the telephone and in person that allows effective communication at all levels of the school.
- Demonstrate an aptitude and acceptance of working within an environment that has numerous interruptions, changing workload demands and new organisational challenges.
- Be able to work under pressure and meet deadlines whilst producing work that is accurate.

Safeguarding / Child Protection

The school is committed to maintaining appropriate professional standards at work and safeguarding children. It is the responsibility of the post holder to familiarize themselves with the named person(s) for child protection and safeguarding.

The post holder is responsible for formally notifying the Executive Headteacher directly of any changes to status and must, for safeguarding reasons and at the earliest possible time, disclose all new information about cautions, reprimands, final warnings, police enquiries, pending prosecutions, convictions, criminal charges or summonses subsequent to the last DBS Enhanced disclosure.

All staff have a responsibility for safeguarding and promoting the welfare of children and young people and following school policies and the staff code of conduct.

Any other duties appropriate to the role, as directed by the Executive Headteacher or a delegated representative of the Senior Leadership Team.

General

Whilst the contractual hours of work will be captured within the contract of employment, the school expects all non-teaching employees to be flexible in terms of hours to accommodate delivery of excellent services and manage peak workloads.

Following appointment some minor negotiation of roles and responsibilities may be possible in order to take account of particular strengths and experience. Any changes to the job description following these discussions will be at the Executive Headteacher’s discretion.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment). The post holder is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the Governing Body.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed as and when required and it may be subject to modification at any time after consultation with the appropriate parties.