

Support Staff Job description

Higher Level Teaching Assistant

Salary grade: E6

Reporting to: Headteacher and Class Teacher

Functional relationships include: Headteacher, school staff, pupils, parents, senior leadership team (SLT), ELAN central team, local authority (LA), external agencies, volunteers.

Purpose of role

Working within a learning framework set by the headteacher, provide teaching and learning support for the educational and personal needs of pupils, which ensures that they have equality of access to opportunities to learn and develop.

The post-holder will supervise the teaching of classes planned by, or with, a teacher when required. In the case of sickness cover, planning may not be available in the first instance. When acting as nominated supervisor the higher-level teaching assistant (HLTA) will manage other support staff employed within the classroom.

Key responsibilities

- Act as an integral part of the school staff team, and as such to make a professional contribution to the overall aims of the school, working within agreed policies and procedures.
- Undertake a range of teaching and learning activities with a class, specified groups of (or individual) pupils, under the professional direction of a qualified teacher.
- Provide the appropriate level of support needed by pupils to promote independent learning, responding to any signs of distress or conflict and feeding back to the teacher about progress made by pupil(s).
- Promote pupil well-being by encouraging them to develop good relationships with others, develop their self-reliance and self-esteem, and helping them to adjust to new settings and to practice good standards of health and hygiene.
- Provide specific teaching and learning support to a pupil (or group of pupils) with special learning needs, taking in to account their educational, cultural and/or religious background, in respect of:
 - a bilingual/multilingual childhood
 - communication and interaction difficulties
 - cognition and learning difficulties
 - behavioural emotional and social development needs
 - sensory and/or physical impairment.
- In consultation with the classroom teacher, ensure that all learning resources and materials are appropriate and relevant to pupils' needs. This includes the preparation, setting out and clearing away of teaching aids, during and between lessons.

- This could also involve the making and maintaining of simple teaching aids, such as arts and crafts material, the storage of educational resources including books, the care of any classroom livestock and the recording of radio and television programmes.
- Share views and opinions with the classroom teacher about how well the activities achieved the learning objectives and contribute to the maintenance of pupil records by up-dating individual records as agreed with the teacher. Filing and storing the information for future use.
- Under the professional guidance of the classroom teacher, carrying out, and reporting on, systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher can make judgements about their stage of development
- Make sure that ICT equipment is available and ready to use when required, by liaison with appropriate technical staff where necessary, and helping pupils in the practical application of programmes and equipment to ensure that it is used safely and effectively.
- Maintain agreed written records of all school materials and equipment used in support of the pupils' learning and development, including responsibility for stock control and maintaining an audit of expendable materials.
- Work under the direction of the classroom teacher to help pupils to participate in whole class, group and individual learning activities that accelerate progress and development.
- Discuss with the teacher how the learning activities are to be organised, agree own particular role and give feedback to the teacher about how well the activities went and how the pupils responded to them. This will include making specific recommendations to the teacher on identified special educational or other needs, based on objective observations.
- Contribute to the development and maintenance of school policies which encourage positive pupil behaviour and implement agreed behaviour management procedures in the classroom.
- Work with relevant organisations and agencies to provide appropriate services to children as appropriate
- Act as a representative of the school at meetings relating to the individual needs of children i.e. planning meetings, and to the broader needs of the school.
- Be an active member of the staff team participating in meetings, training, attending regular supervision and annual appraisals with the line manager.
- Take an active role in supporting and developing a culture of team working for the benefit of pupils' both individually and collectively, contributing to the development of policies and procedures related to classroom management.
- Participate in joint short-term planning with learning support assistants, teaching assistants and teaching staff, responsible for preparation of differentiated resource materials in order to meet the needs of individual or groups of pupils.
- Use of initiative to most appropriately support pupils and colleagues in classroom context and beyond. Team leader/ teachers to provide support and guidance on a formal and informal basis but the post holder is expected to operate independently within the agreed framework.
- Professional judgment to be applied in relation to pupil learning. School policies and referral procedures must be followed, particularly regarding child protection and safeguarding.
- Provide support to improve levels of inclusion and achievement for pupils with SEN through support for pupils directly and through significant development activity with the team.
- Have an awareness of child protection issues and policies.

- Awareness of the Equality and Equal Opportunities Policy, Dignity at Work Policy and the Staff Code of Conduct, ensuring that at all times that the duties of the post are carried out in accordance with the requirements of these documents.
- Ensure compliance with all health and safety legislation and associated codes of practice and authority policies.
- Ensure compliance with all safeguarding legislation and associated codes of practice and policies (inc. whistle-blowing, safer working practices, anti-bullying etc.)
- Develop and maintain effectiveness as a member of the school staff by taking responsibility for own continuing professional development.
- Demonstrate a willingness to engage with further training and other opportunities to gain appropriate skills, knowledge and vocational or academic qualifications.
- To act as an integral part of the school staff team, and as such to make a professional contribution to the overall aims of the school, working within agreed policies and procedures.
- To undertake any other duties commensurate with the grade of the post.

This is not an exhaustive list and some changes to both the job description and duties may occur.

Key skills

Reflecting

- Reflect on personal and professional development.
- Use feedback from all levels of the trust to help improve all areas of your own performance
- Be aware of your own skills of self-management as regards to time and prioritising workload.

Additional duties and information

- To contribute to the ethos and aims of ELAN.
- ELAN is committed to safeguarding and promoting the welfare of children and young people. All staff working within ELAN are expected to share a commitment to doing this. You will be expected to follow and promote the procedures in the safeguarding and child protection policy and report any concerns in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children and young people gives cause for concern, the trust's safeguarding and child protection procedures will be followed alongside implementation of the ELAN disciplinary procedures.
- To be aware of and understand the ELAN equality and equal opportunities, whistleblowing, ICT, online safety, GDPR and safeguarding and child protection policies ensuring at all times that the duties of the post are carried out in accordance with policy.
- To read and have a thorough understanding of ELAN's staff code of conduct.
- To undertake any duty or responsibility relevant to the trust's needs as required and are commensurate with the grade.

Working relationships and contacts

- To develop and maintain working relationships with other professionals both internal and external.

Skills/qualifications

Please refer to the person specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates' forms part of the conditional offer checks and will be held on your personnel file.

Confidentiality

During the course of your employment you will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation.

Data protection

During the course of your employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1984 and properly applied to pupil, staff and school business/information. You are required to undertake annual GDPR training.

Further information

Probation: This post is subject to a **six month** probation period.

Scale point: All staff start at the first scale point within their salary grade. Annual increments will automatically be awarded on 1st April every year until the top of scale is reached.

Pension: As an equitable employer we align with the Local Government Pension Scheme (LGPS), and as such, the postholder will be automatically enrolled in the Avon Pension Scheme. The trust pays a contribution of salary into the LGPS – this is an additional remuneration benefit.

Person specification

Job title: Higher Level Teaching Assistant

Qualifications and experience

Essential	Desirable	Measured By
GCSEs Grade 4 or above / A - C or NVQ level 2 in literacy and numeracy.	Teaching Assistant Foundation Degree.	Application form
NVQ/VRQ Level 3 Teaching Assistant Qualification or higher qualification in child / education field.	Higher Level Teaching Assistant (HLTA) qualification or Qualified Teacher Status.	
Minimum of 4 years school experience.	Min. 4 years as a Teaching Assistant/ Learning Support Assistant or equivalent.	Application form

Knowledge and understanding of safeguarding procedures and practices.	Experience in the use of safeguarding procedures and working with associated outside agencies.	Application form
Have a strong belief in team work and shared vision and be able to work flexibly within a team.	Occasional attendance at events beyond school hours by prior agreement.	Application form/interview
Sound knowledge and understanding of Child Protection procedures.		Application form/interview
Experienced at building strong relationships, including school teams, parents and community groups.		Application form/interview
A specific area of curriculum/pastoral expertise which they are prepared to further develop within the post.		

Knowledge and skills

Essential	Desirable	Measured By
Competent ICT skills Excellent and effective communication skills.	Knowledge of subject/school Specific software.	Application form/interview
An understanding of basic first aid requirements.	Paediatric First Aid qualification.	Application form/interview
Able to deliver specific learning interventions to individual children or groups.	Experience of working with children who have additional needs Experienced in execution of education support programmes.	Application form/interview

Personal qualities

Essential	Desirable	Measured By
Have an organised and systematic approach to problem solving.		Application form/interview
Have excellent and effective communication skills.		Application form/interview
Good Organisational skills.		Application form/interview

A caring and compassionate demeanour.		Application form/interview
Flexible and adaptable approach.		Application form/interview
Able to use own initiative.		Application form/interview