

JOB DESCRIPTION

ROLE: Higher Level Teaching Assistant

GRADE: F

BASIS: Term-Time Only

REPORTING TO: Headteacher

JOB PURPOSE:

- To take specific responsibility and accountability for the day-to-day management and organisation of interventions delivered within the school.
- To organise and cover lessons as required, both as part of timetabled PPA cover and to cover staff absence.
- To lead on delivering interventions to support both individual and groups of pupils to support pupil's social, emotional and mental health as well as to raise achievement across the curriculum.
- To lead on delivering targeted interventions detailed in pupils' EHCPs.
- To work with SLT to plan CPD for staff to be able to deliver interventions. • To take responsibility for promoting and safeguarding the welfare of pupils within the school.

RESPONSIBILITIES:

Teaching and learning responsibility:

- To plan and deliver appropriate and challenging interventions to specific pupils or groups of pupils.
- Have overall responsibility and accountability for interventions within the school ensuring curriculum continuity and progression.
- To ensure that programmes devised for pupils are in line with their needs as laid out in their EHCP and contribute towards the achievement of agreed outcomes.
- To deliver whole class lessons / interventions as part of an agreed timetable or cover as required.
- Lead meetings concerning interventions within the school.
- Keep parents / carers informed about their child's progress on a regular basis.
- To arrange parent workshops around the interventions being delivered.

Monitoring and assessment:

- Together with the SLT contribute to, monitor, and review pupil progression and achievement through data analysis and target setting across your area of responsibility.
- Monitor the impact of interventions across the school.
- Contribute to Education, Health and Care Plans as appropriate.
- To analyse data and reports on the development and impact of interventions.
- To support the SENCO and class teachers in the annual review of EHCPs.
- Contribute to and evaluate the success of the School Development Plan relevant to interventions.
- Ensure that appropriate provision is provided to identified pupil needs with provision mapping.
- Develop and implement robust systems for tracking and reviewing interventions and their impact.
- Report to the SLT on the effectiveness of the provision of interventions on a regular basis.
- Take a lead role in identifying training opportunities for staff to learn about intervention strategies.

PERSON SPECIFICATION

Method of Assessment (M.O.A.): AF = Application Form; I = Interview; T = Test or Exercise; P = Presentation

CRITERIA	ESSENTIAL	M.O.A.
EDUCATION/ QUALIFICATIONS	<ul style="list-style-type: none"> NVQ Level 3 for Teaching Assistants or equivalent GCSE grade A-C or equivalent in Maths and English Good ICT skills Must meet the professional standards for Higher Level Teaching Assistants – this could be evidenced through an HLTA qualification 	AF/I AF/I AF/I AF/I
EXPERIENCE (Relevant work and other experience)	<ul style="list-style-type: none"> Experience of supporting children in a classroom environment, including those with special educational needs Experience of working with pupils with autism and associated needs Experience of using ICT effectively to support pupils in the classroom Knowledge of policies and codes of practice/legislation around SEND, Safeguarding and working in a school environment Experience of planning and leading teaching and learning activities (under supervision) Experience of delivering interventions – e.g. social communication, social and emotional understanding, speech & language (under supervision) Experience of working effectively with a range of professionals to promote children’s/young people’s learning, welfare or development 	AF/I AF/I AF/I AF/I AF/I AF/I
SKILLS AND ABILITIES (E.g. Written communication skills, dealing with the public)	<ul style="list-style-type: none"> Ability to use language and other communication skills that pupils can understand and relate to Ability to communicate effectively to a variety of audiences A good understanding of child development and learning processes Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils Ability to plan and manage time effectively Ability to analyse data and produce reports Ability and willingness to provide classroom cover in the absence of the class teacher The ability to follow instructions from the teacher and also show initiative and work independently To make effective contributions to the team as appropriate Ability to establish positive relationships with pupils and empathise with their needs The experience of and the ability to deal positively with children and parents Ability to demonstrate active listening skills Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils’ needs, encouraging the pupils to stay on task Ability to monitor the pupils’ response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes The ability to manage behaviour effectively Ability to work effectively and supportively as a member of the school team 	AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I

This Job Description is not exhaustive, you may, at any time be required to carry out additional duties or responsibilities, which fall reasonably within the remit of this role, or in accordance with operational requirements.

	<ul style="list-style-type: none"> • Ability to assist in the recording of lessons and assessment as required by the teacher • Knowledge of SEN Code of Practice • Ability to assist in the recording of lessons and assessment as required by the teacher • Ability to carry out and report on systemic observations of pupils' knowledge understanding and skills • Show initiative and work independently • Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities • This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for this role. 	AF/I AF/I AF/I AF/I AF/I AF/I
TRAINING	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the school and Trust to further knowledge. • It is expected that the postholder will keep their skills and knowledge up to date and relevant 	AF/I AF/I
OTHER	<ul style="list-style-type: none"> • A flexible and positive attitude • Competent and organised • Patient • Resilience • Enjoy working with children 	AF/I AF/I AF/I AF/I AF/I



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