

Job Description: Higher Level Teaching Assistant

Responsible to:	SENDCO
Job Type:	Permanent
Grade:	8
Hours per week:	6.5
Working weeks:	38
Location	(1) Larkmead School

Main Purpose and Scope of the Job

- To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.
- Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Duties and Key Responsibilities

SUPPORT FOR PUPILS

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement IEPs.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

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SUPPORT FOR TEACHERS

- Organise and manage appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- Administer and assess/mark tests and invigilate exams/tests
- Production of lesson plans, worksheet, plans etc.

SUPPORT FOR THE CURRICULUM

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid / resources / equipment

SUPPORT FOR THE SCHOOL

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

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- Deliver out of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

GENERAL RESPONSIBILITIES

- Being aware of and complying with policies and procedures relating to child protection, Health & Safety and security, confidentiality and data protection, reporting all concerns to the DSL.
- Ensuring compliance with the Trust's Equal Opportunities and Equalities Policies and taking an active role in promoting equality and diversity.
- Promoting the Trust's policies on behaviour for learning and demonstrating a commitment to providing a caring and stimulating environment and improving standards for all pupils within Trust.
- Undertaking such other duties as reasonably correspond to the general character of the post
- Whilst every effort had been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) as part of their job role.

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PERSON SPECIFICATION & SELECTION CRITERIA

Specification	Criteria	Essential	Desirable
Education and Professional Qualifications	<ul style="list-style-type: none"> • Meet HLTA standards or equivalent qualification or experience. • Excellent numeracy/literacy skills – equivalent to NVQ Level 4 in English and Maths. • Experience of working with children with SEND. • Evidence of continuing professional development related to the post, or willingness to do so. 	X X X	X
Experience/Training	<ul style="list-style-type: none"> • Experience across the primary or secondary age ranges, including successful support of children with a range of SEND. • Experience of working with families to ensure the best outcomes for children. • Experience of monitoring, teaching, learning and assessment that meets the needs of pupils with SEND. 	X X	X
Knowledge, aptitudes and abilities	<ul style="list-style-type: none"> • Strong understanding of different types of SEND and how to support pupils with diverse needs. • Ability to plan, deliver and adapt lessons to meet pupils' different learning needs. • Ability to plan, deliver, monitor and evaluate students' learning. • Knowledge and understanding of the principles of assessment and record keeping, and their use to promote the educational and personal development of the students. • Ability to communicate ideas clearly to a variety of groups. • Ability to demonstrate a commitment to equality of opportunity and the welfare of all students. • Ability to demonstrate a commitment to high educational standards and to maximising the achievements of all students. • Proficiency in using assistive technology and resources to support learning. • Understanding of safeguarding and child protection policies and procedures. 	X X X X X	X X X X
Interpersonal skills	<ul style="list-style-type: none"> • Empathy, patience, and a genuine passion for supporting children with SEND to achieve their potential. • Excellent communication skills, with the ability to engage and build positive relationships with pupils, staff, parents, and 	X X	

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	<p>external professionals.</p> <ul style="list-style-type: none"> • A proactive and positive approach to problem-solving and adapting to the needs of individual pupils. • Resilience and the ability to remain calm and composed in challenging situations. • Commitment to promoting inclusion and fostering a supportive and respectful learning environment. • Flexibility to work effectively as part of a team, as well as independently. • Capacity to inspire, motivate and challenge children and young people. 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	
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