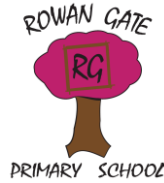


Rowan Gate Primary School



Job Description – Temporary HLTA (TA Level 4) Grade G, Point 8-12

Responsible to: The Head of Provision with responsibility for Early years and/or other nominated teacher

Hours of work: Part time, 39 weeks per year (term-time +training days).

JOB PURPOSE

To complement the professional work of our 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.

The focus of this role will be to undertake PPA and Leadership time cover for classes in Early Years.

In line with the HLTA standards promote the involvement of pupils in the social and academic processes of the school

- Enable pupils to become more independent learners
- Help to raise standards of achievement for all pupils
- To provide general care and welfare to all pupils

Physical effort and/or strain is regularly used through the normal working pattern when helping to move pupils, using mobility equipment such as wheelchairs and/or hoists.

PRINCIPLE ACCOUNTABILITIES

Personal and Welfare Care

1. Take a lead role in managing and delivering pastoral care and developing and implementing behaviour management strategies promoting independence and self control and assist in the supervision of pupils to ensure that the school's standards of health, safety and behaviour control are maintained.
2. Liaise with professionals within the school and from the Local Authority, or other agencies, which may include Educational psychologists and specialist

- medical staff in order to enhance the care of a pupil including meeting their individual personal programme.
3. Support the social development and welfare needs of individual pupils including the administration of medicines or assisting pupils' mobility needs in accordance with the school practices and policies.
 4. Employ a broad range of communication strategies and specialist skills to deal with conflict, encourage pupil development and recognise and reward achievement of self-reliance to meet the needs of individual pupils.
 5. Assist the School Nurse in providing support to pupils whilst the nurse carries out medical procedures so that the schools health, safety and behaviour policies are maintained.
 6. To care for a sick or injured child referring them, when necessary, to the School Nurse and accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.

Supporting pupils in the learning environment

1. Under supervision plan, prepare and deliver learning objectives and activities, adjusting when appropriate to meet the requirements of pupils and the curriculum.
2. Plan activities for PPA and Leadership time in designated classes or groups, submitting planning as required to Leadership team. Undertake assessment of pupil levels during these activities and record using school recording system.
3. Take overall responsibility for collecting and presenting evidence
4. A specialist role may conduct comprehensive pupil needs assessments, produce and disseminate individual education, behaviour, support and/or mentoring plans, lesson plans and learning activities to less specialist colleagues to deliver specific parts of the curriculum or provide guidance on a specialist area.
5. Use specialist skills to support pupils consistently in the learning environment to promote independence and self reliance, inclusion, acceptance and equality of access to learning opportunities for all pupils.
6. Assist with the supervision of pupils, plan and lead activities out of lesson times such as lunchtimes to encourage structured and positive play and before and after school during transition to and from transport.
7. Assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.
8. Observe/use awareness of behaviour, knowledge of a broad range of different behaviour management and communication strategies. Develop new behaviour management strategies or adapt existing strategies/methods as necessary and use specialist skills and complex communication strategies to actively diffuse/deal with disruption by pupils in class.
9. Where required and suitably trained adopt and use the behaviour management approaches in accordance with relevant policies and procedures.
10. Monitor, observe, record and feed back on pupil achievement providing objective reports with appropriate evidence and assist in the gathering of information and completion of pupil profiles and records of attainment to maximise pupil development.
11. May implement specific progress and review systems related to a specialist area to ensure monitoring and review of pupil progress to maximise pupil development and meet national requirements.

Clerical and other support

1. Provide general clerical and other support to meet requirements, such as compiling/analysing/reporting on attendance, exclusions. Ensure that any monies received in class are accounted for accurately.
2. Lead in the development, implementation and monitoring of systems relating to attendance and integration to meet service delivery requirements (such as registration, truancy, pastoral systems)
3. Contribute to the identification and implementation of appropriate out of school learning activities which consolidate and extend predefined learning activities to meet requirements of pupils and the curriculum..
4. Administer, assess and mark tests and invigilate exams and tests to meet requirements of pupils and the curriculum.
5. Support pupils during tests as necessary.
6. Select, plan, prepare, organise and evaluate the effectiveness of learning resources and environment to lead learning activities to meet the needs of pupils and the curriculum.
7. Advise on appropriate deployment and use of specialist aid, resources and equipment to meet the needs of pupils and the curriculum.
8. Ensure the resource monitoring and ordering process provides the timely availability of resources to meet the requirements of the curriculum.
9. Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Professional/Development

1. Attend/undertake identified training to ensure continued competency for the role.
2. Lead, advise and contribute to team development activities and supervise, coach and mentor less experienced and specialised colleagues to support the achievement of individual and team performance and objectives.
3. Build and maintain positive constructive working relationships with pupils, parents, carers, colleagues, professionals and multi-agencies to discuss pupil progress, internally and externally and maximise pupil development and maintain the overall ethos of the school.
4. Work with multi-agencies to ensure consistency in pupils' development.

Signed:

Date: