

Job Description:

HLTA



QUEST TRUST
Supporting Young People from
Early Years to Employment

JOB DESCRIPTION:	HLTA
RESPONSIBLE TO:	Headteacher/Teachers/other senior school staff
RESPONSIBLE FOR	Teaching Assistants
JOB PURPOSE:	<p>To work under the instruction/direction of senior manager/teaching staff to support the delivery of quality learning and teaching of pupils/students with special educational needs. To liaise and complement the professional work of the teacher by taking responsibility for agreed learning activities under an agreed system of supervision. This role will involve planning, preparing and delivering learning activities for individuals, groups or whole classes and monitoring pupils/students and assessing, recording and reporting on pupils/students' achievement, progress and development.</p> <p>To be 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.</p> <p>To give support for SEN pupils/students providing particular help for those students with learning difficulties and/or behavioural, social or physical disabilities, as required. Work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional and mental health difficulties, severe or moderate learning difficulties including, in some instances, those who exhibit challenging behaviour.</p> <p>As an employee within QUEST, staff may be required to work at any school within the Trust or elsewhere to support.</p>
LIAISING WITH:	Senior school staff, teaching and support staff, LA, parents/carers
SALARY SCALE:	QUEST Grade E (points 15-20)
DBS DISCLOSURE LEVEL	Enhanced

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities

To provide specialist support to students with barriers to learning on a one to one basis, in a small group or in or out of the classroom

To work with SEND children who have complex needs providing an appropriate level of emotional and physical support where necessary.

To develop and implement IEP/behaviour plans and personal care programmes for students

Promote the inclusion and acceptance of all pupils/students within the classroom

To manage the behaviour of students whilst they are undertaking work with them according to their individual needs

Be aware of and support the difference and ensure all pupils/students have equal access to opportunities to learn and develop.

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils/students.

Deliver lessons and learning activities to pupils, ensuring engagement, motivation, and progress in line with curriculum objectives.

Provide high-quality cover for teacher PPA (Planning, Preparation, and Assessment) time and whole-class teaching cover as required.

Planning, preparation, and delivery of differentiated learning activities tailored to pupil needs and abilities across various key stages and settings within the Trust.

Assist in assessing, monitoring, and recording pupil progress, feeding back to teachers and senior staff to inform future planning.

Adapt teaching approaches to respond to individual pupil strengths, needs, and interests, including those with SEND and EHC plans.

To supervise and provide particular support for pupils/students, ensuring their safety and access to learning activities.

To establish constructive relationships with pupils/students and interact with them according to individual needs and to encourage pupils/students to interact with others and engage in activities led by the teacher.

To provide feedback to pupils/students in relation to progress and achievement

To produce and adjust lesson plans and/or worksheets as appropriate.

To monitor, assess, record and report pupils/students' achievement, progress and development.

Maintain a positive, safe, and orderly learning environment conducive to effective teaching and learning.

Manage pupil behaviour effectively, following school policies and promoting the Trust's values of respect, kindness, and responsibility.

Support pupils' social, emotional, and pastoral development, contributing to their well-being and safeguarding.

To regularly communicate detailed, objective and accurate feedback to the teacher on pupils/students' achievement, progress and challenges.

To promote good pupil/student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils/students to take responsibility for their own behaviour.

Work collaboratively with teachers, support staff, and senior leaders to ensure consistency and coherence in pupil support across the Trust's schools.

Communicate effectively with pupils, parents, and carers as part of the wider school community, promoting positive relationships and partnership working.

Participate in relevant staff meetings, training, and Trust-wide initiatives to share good practice and contribute to school improvement.

Assist in the preparation and organisation of teaching resources and classroom materials to support learning activities.

Undertake any necessary routine administrative tasks related to pupil learning and welfare.

To support and make use of the school's reward and sanction system.

To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils/students' work.

To undertake exam/test invigilation/support if required.

Implement learning activities for small groups or class cover.

To deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils/students' skills.

Select and prepare resources necessary to lead learning activities, taking account of pupils/students' interests and language and cultural backgrounds.

Use ICT effectively to support learning activities and develop pupils/students' competence and independence in its use.

To provide clerical/admin support, for example photocopying, displays.

To accompany staff and pupils/students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.

Contribute to the overall ethos/work/aims of the Trust and its schools including participation in school events outside of working hours.

Be aware of and support the difference and ensure all pupils/students have equal access to opportunities to learn and develop.

To contribute to the development of relevant policies and procedures.

To be a positive role model at all times.

Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

To plan and deliver before and after school learning activities within guidelines set by the school.

To undertake Health and Safety Training, Team Teach, Paediatric First Aid and Safeguarding Training as per the school training cycle.

Assist pupils/students with eating, dressing and personal hygiene, as required, whilst encouraging independence

Provide basic first aid

May be asked to administer medications in line with Trust policy

Helping to develop individual and group learning programmes in response to current and future needs

Working independently to deliver, monitor and evaluate educational plans for pupils/students

Creating positive working relationships and environments conducive to effective learning for pupils/students with SEND

To sign and uphold the Trust's Code of Conduct and ensure confidentiality is maintained at all times.

Maintaining a secure, healthy and risk free environment for students, staff and visitors.

Embrace and actively take part in CPD, fulfilling obligations to maintain and continue professional development in line with QUEST expectations.

To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.

Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.

To participate in the staff performance management process in accordance with the Trust's policy and be responsible for self-motivation towards agreed targets.

*The job description encompasses the above statements and is not necessarily a comprehensive definition.
The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require*

QUEST is committed to safeguarding and promoting the welfare of children and young people.
Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date _____

Job Specification:

HLTA



QUEST TRUST
Supporting Young People from
Early Years to Employment

ESSENTIAL SKILLS/QUALIFICATIONS

Meet Higher Level Teaching Assistant standards/equivalent qualifications

Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths

Training in the relevant strategies or a willingness to undertake such training

Specialist skills/training in curriculum or learning area, e.g. early years, sign language, ICT

Experience of working with or caring for children of a relevant age in a learning environment

Experience and knowledge of using ICT effectively to support learning

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post:

Full working knowledge of relevant policies/codes of practice and relevant legislation

Working knowledge of implementing national/foundation stage curriculum and other relevant learning programmes/strategies

Good understanding of child development and learning processes

Understanding of statutory frameworks relating to teaching

Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment

Knowledge of physical, intellectual, emotional and social development of children (PIES)

Applicants should be able to provide evidence that they have the following necessary skills and abilities:

Ability to use a range of strategies to deal with whole classroom and individual behaviour

Very good communication skills to deal with both children and adults

Ability to constantly improve own practice/knowledge through self-evaluation and learning from others

Ability to work under supervision and as a team member, understanding classroom roles and responsibilities and your own position within these.

Ability to deal with minor injuries

To show commitment to sustain excellent attendance at work

Commitment to and participation in the wider life of the schools and Trust

Willingness to be flexible and adaptable as determined by the needs of the schools and the Trust

Legally entitled to work in the UK

DESIRABLE SKILLS/QUALIFICATIONS

Experience of supervising other staff

ILM or equivalent supervisory experience/qualification

Ability to organise, lead and motivate a team