

Diocese of Ely

Job Title	Higher Level Teaching Assistant (Inclusion and SEND)
Responsible To	Class Teacher, SENCo and Headteacher

PURPOSE OF THE ROLE

The value of high-quality classroom support and the positive impact of this on our children's lives is a shared ethos across our Trust which makes this role hugely important in every one of our academies and integral to our vision 'To Know, To Learn, To Lead out'.

All our academies are committed to safeguarding and promoting the welfare of children which is embedded in our values and requires ongoing commitment of all staff.

This role includes a specialist focus on Inclusion and SEND, working in partnership with the SENCo and wider team to ensure all pupils, particularly those who are vulnerable or have additional needs, are fully supported to access learning and achieve their potential.

The post holder will:

- Support Class Teachers to facilitate the active participation of pupils in academic activities of the academy, including teaching PPA and cover lessons as required.
- Contribute to raising standards of achievement for all pupils, particularly those requiring additional support.
- Work as part of the team to fulfil the strategic and operational aims and objectives of the academy in accordance with those of the Diocese of Ely Multi Academy Trust in order to deliver the DEMAT promise to the children at the academy.
- Work in line with policies for achieving these aims and objectives aligned to our Trust playbook.
- Provide high quality support for teaching and learning in the classroom.
- Maintain excellent standards of behaviour both in and out of the classroom to ensure the best possible learning environment for all, following the Trust principles of inclusion.

KEY RESPONSIBILITIES

Support for the Children

- Plan, deliver and assess whole class teaching, as required, including teacher PPA and to deliver absence cover.
- Provide specialist support for pupils with SEND, SEMH needs, and those identified as vulnerable
- As agreed with the Inclusion Leader and Class Teachers, take responsibility for delivering planned curriculum activities across all key stages.
- Contribute to the planning and preparation of learning activities.
- Provide specialist learning support (requiring in-depth knowledge and experience) to pupils with severe special needs, or where English is not their first language.
- Take responsibility for delivering interventions with individual pupils and small groups who would benefit from a different learning approach as agreed with the Inclusion Leader and class teacher.

01353 656760 www.demat.org.uk

DEMAT Office Address:

Grace Building, 8 High Street, Ely, Cambridgeshire, CB7 4JU

The Diocese of Ely Multi-Academy Trust (DEMAT)

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- Establish and maintain supportive relationships with individual pupils, whole class groups and parents/carers.
- Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the Inclusion Leader and class teacher.

Support for the Curriculum

- Support the academy curriculum, providing additional support individual and groups of pupils as agreed.
- Deliver interventions to improve attainment, engagement and inclusion.
- Provide additional tuition for pupils who need extra support with ICT.
- Arrange and deliver extra classes for pupils to improve the range or quality of subjects offered as agreed.
- Provide targeted support to enhance learning and improve attainment.
- Ensure other teaching assistants have the appropriate skills to make best use of ICT.

Support for the Teacher

- Provide support in evaluating pupil progress and development.
- Contribute to the development and review of EHCPs, provision maps and individual support plans.
- Contribute to the planning and evaluation of work programmes for individual pupils and groups.
- Provide feedback on learning activities and contribute to academy review and development planning.
- Organise the learning environment and develop appropriate classroom resources as required.
- Contribute to behaviour management within the academy and support pupils to make appropriate behavioural choices, working 1:1 as required.
- Provide best practice guidance to TA colleagues, where appropriate, under the direction of the Inclusion Leader.

Inclusion, SEND and Pastoral Support

- Work as part of the Inclusion team to support pupils with SEND and additional needs
- Deliver evidence-based interventions and monitor their impact
- Support pupils to regulate emotions, develop social skills and engage positively with learning
- Implement behaviour support strategies and contribute to consistent approaches across the school
- Maintain accurate records of interventions, progress and support provided
- Contribute to provision planning and review for vulnerable learners
- Support reintegration following absence or periods of dysregulation
- Work collaboratively with staff, parents and external agencies to support pupil outcomes

Support for the Academy

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

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- Contribute to the overall ethos, values, work and aims of the academy.
- Appreciate and support the role of other professionals.
- Participate in training and other learning activities and performance development as required. Assist with pupil supervision out of lesson times, including before and after academy and at lunchtime, where required.
- Accompany teaching staff and pupils on visits, trips and out of academy activities as required and take responsibility for a group under the supervision of the teacher.
- Develop and maintain effective working relationships with other staff and parents or carers.
- Provide support to the Headteacher in ensuring that the whole academy provides a safe and healthy environment.

Leadership Responsibilities (HLTA)

- Attend and actively participate in relevant meetings, including teacher staff meetings and TA meetings.
- Contribute to the development of less experienced teaching assistants, as directed by the Inclusion Leader.
- Act as a mentor and role model for other teaching assistants.
- Provide advice and guidance to teaching assistants on best practice and practical problem solving.
- Design and deliver training for the teaching assistant team, under the direction of the Inclusion Leader.
- Contribute to the creation and monitoring of additional provision within the academy, as required, under the direction of the Inclusion Leader.
- Ensure the teaching assistant team are integrated fully in the life of the academy.
Support the development and monitoring of inclusive provision across the school.

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Person Specification

Attributes	Essential (E) or Desirable (D)
Knowledge, Qualifications and Experience	
A minimum qualification of GCSE Maths and English (or equivalent) grade C or above.	E
Recognised HLTA qualification or equivalent (or working towards)	E
Evidence of excellent classroom practice	E
Commitment to undertake professional training/development relevant to the post/seeking career progression	E
Experience of teaching year groups within Foundation/Key Stage 1 / Key Stage 2	E
Evidence of the ability to raise standards significantly in own classroom and throughout the school	E
Experience working within a SEND/Inclusion team	E
Previous experience working in a primary school	D
Working with children with special educational needs	D
First Aid training	D
Skills and Abilities	
Principles and practices of high-quality teaching and learning	E
Strong understanding of SEND and inclusive practice	E
Ability to deliver and evaluate targeted interventions	E
Ability to provide a high quality, well differentiated education and expect high standards from all children	E
Able to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies)	E
Ability to contribute effectively to support teamwork	E
Enthusiasm for teaching, a positive philosophy and outlook, coupled with a good sense of humour	E
The willingness and ability to move between key stages if required	E

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Effective approach to behaviour management	E
Knowledge and understanding of the current educational landscape, government initiatives, OFSTED requirements and implications for academy direction	D
Ability to support Class Teachers in evaluating pupils' progress through a range of assessment activities.	D
High level of written and oral communications	E
Strong organisational, personal time management and planning skills	E
Can use ICT effectively to support learning	E
Able to identify the necessary resources which ensure high quality teaching and learning	E
Ability to ensure that policy and procedures are carried out correctly and effectively	E
Personal Attributes	
High level of collaboration, cooperation and team working capabilities	E
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	E
High levels of adaptability and flexibility	E
Commitment to inclusion and improving outcomes for all pupils	E
Professionalism and integrity	E
Ability to apply a positive approach to teaching and learning	E
Commitment to safeguarding and promoting the welfare of children and young people	E

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