



## Part A - Grade & Structure Information

<b>Job Family Code</b>	<b>6CLES</b>	<b>Role Title</b>	<b>Higher Level Teaching Assistant</b>
<b>Grade</b>	<b>P6</b>	<b>Reports to (role title)</b>	<b>Deputy SENCo</b>
<b>JE Band</b>	<b>192-227</b>	<b>School</b>	<b>The Howard Partnership Trust</b>
		<b>Date Role Profile created</b>	<b>February 2020</b>

## Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis.

<b>Role Purpose</b> including key outputs	This individual will support identified students with special educational needs and/or disabilities to enable them to access the curriculum. The postholder will plan and run small group English withdrawal groups and will line manage the Learning Support Assistants.
<b>THPT Work Context and Generic Responsibilities</b>	Maintain confidentiality in and outside of the workplace. Be pro-active in matters relating to health and safety and report accidents as required. Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance. Uphold and support the School's Policies and procedures on the Safeguarding of young people.
<b>Line management responsibility</b> if applicable	Learning Support Assistants
<b>Budget responsibility</b> if applicable	N/A
<b>Representative Accountabilities</b> Typical accountabilities in roles at this level in this job family	<b>Support delivery</b> <ul style="list-style-type: none"> <li>Monitoring and maintaining a programme of activities / interventions e.g. wider curriculum support, maintaining supplies of materials and equipment.</li> <li>Assist with the delivery of relevant schemes of work, delivery and assessment.</li> </ul>

- Deliver a range of learning support for existing systems or processes to agreed standards, to maximise quality of teaching & learning.
- May carry out personal care routines as appropriate.

### **Planning & Organising**

- Support more senior staff in classroom management and behaviour techniques.
- Plan and deliver specified work to individual pupils, groups and the whole class.

### **Policy and Compliance**

- Adhere to established standards of service delivery to support any associated regulatory or technical compliance requirements.

### **Work with others**

- Receive and respond to everyday enquiries from colleagues and customers to provide a timely, courteous and effective service.
- Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.
- May be required to assist in the recruitment, selection and supervision processes, to ensure high standards of team delivery.
- Contribute to and influence children's learning and personal development.

### **Resources**

- May assist in the management of a small budget or recovery of income.

### **Analysis, Reporting & Documentation**

- Provide and manipulate data for statistical and other report and run and present standard reports.
- Assist with regular assessment of performance of schemes and initiatives through the use of feedback, surveys and management information.
- Prepare and despatch a range of correspondence / documents connected with the defined area of activity.

### **Duties for all**

Values: To uphold the values and behaviours of the organisation.

Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.

Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.

### **The Core National Standards for Supporting Teaching & Learning:**

To understand and carry out role in line with agreed standards, expectations & qualifications.

Contribute to and influence children's learning and personal development.

	To have regard to and comply with safeguarding policy and procedures.
<p><b>Education, Knowledge, Skills &amp; Abilities, Experience and Personal Characteristics</b></p>	<ul style="list-style-type: none"> <li>• Minimum 5 GCSEs at Grade C or above (including English &amp; Maths), or equivalent, or able to evidence ability at an equivalent level.</li> <li>• Understanding of Health and Safety requirements.</li> <li>• Understanding of relevant regulations, processes and procedures and issues relating to the service user group.</li> <li>• Good written and oral communication skills with the ability to build sound relationships with customers.</li> <li>• Require a technical/professional qualification related to the role. e.g. HLTA status, NNEB, or other relevant qualifications at level 2 or 3.</li> <li>• Competent in a range of IT tools.</li> <li>• Ability to work with others to improve customer service.</li> <li>• Good administrative, analytical and organisational skills.</li> <li>• Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative.</li> <li>• Ability to guide and support less experienced or more junior colleagues.</li> <li>• Typically, previous relevant work experience in a similar service environment.</li> <li>• Some roles may require work out of office hours and physical effort.</li> </ul>
<p><b>Details of the specific qualifications and/or experience if required for the role in line with the above description</b></p>	<p><b><u>Values and Behaviours</u></b></p> <p>We are a values-based organisation and seek to recruit individuals who can demonstrate our values.</p> <p><b>Our values are:</b></p> <ul style="list-style-type: none"> <li>• <b>Integrity</b> - displaying honesty and having strong moral principles</li> <li>• <b>Partnership</b> - working together and taking collective ownership to achieve the same goals</li> <li>• <b>Advocacy</b> - working hard on behalf of others to maximise their success</li> <li>• <b>Resilience</b> - finding success again after something difficult or negative has happened</li> <li>• <b>Compassion</b> - displaying empathy towards and a desire to help others</li> <li>• <b>Aspiration</b> - aiming high to achieve success</li> </ul> <p><b>Safeguarding and Further Information</b></p> <p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).</p> <p>The Howard Partnership Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</p> <p>Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or</p>

	<p>cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.</p> <p>As well as verification of identity, we ask all successful candidates to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties, in accordance with Keeping Children Safe in Education (KCSIE).</p>
<p><b>Role Summary</b></p>	<p>Roles at this level typically provide a practical support as part of a team. They will carry out a range of practical activities using knowledge of professional standards values and practice, together with a broad understanding of learning strategies. The work is within established processes and procedures and while it may not be subject to direct supervision, guidance is readily available. They will be expected to organise their own workload and set their own priorities within short, e.g. day-to-day or week-to-week timescales, usually reacting to clear deadlines or processes. They support more senior staff by covering specific aspects of the teaching/learning programme and will be fully versed in all the procedures of their specialism. They may be involved in guiding/supervising the work of more junior staff.</p>