



KS2 Higher Level Teaching Assistant

Job Description and Person Specification

Contract Type:	Permanent
Salary:	Band 5, S17 – S20 (£28,074 - £29,962 per annum, term time only)
School:	Haberdashers' Hatcham Primary
Location:	Hunsdon Road, London SE14 5RD
Hours per week:	35
Accountable to:	Assistant Headteacher

Job Purpose

We are seeking to appoint an outstanding Higher Level Teaching Assistant to support KS2 learners and contribute effectively within a classroom setting. We are looking for someone who has the dedication and skills needed to work with SEND children; alongside the ability to be able to plan and deliver bespoke interventions; and manage the different behaviours that each child exhibits at any given time.

Key Responsibilities of Role

Pupil achievement and progress

- To take responsibility for pupils' progress and attainment
- Track pupil progress against individual targets and provide supportive pupil intervention activities where appropriate
- Analyse pupil performance, altering provision in the light of resultant data
- 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
- Support pupils consistently whilst recognising and responding to their individual needs
- Work alongside teachers, SEND leadership and external professionals to ensure our Inclusive Practices are effective, efficient and evidence-based so that we are providing our students with timely support they need to effectively access curriculum learning and opportunities for personal development.

Quality of Teaching and Learning

- Organise and manage appropriate learning environment and resources
- Plan challenging teaching and learning objectives to evaluate and adjust lessons/workplans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against 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, providing evidence of range and level of progress and attainment
- To plan, prepare and adapt materials for learners with specific needs (eg. Visual timetables) and advise subject teachers regarding their needs where appropriate to support Wave 1 High Quality Teaching in the classroom.
- 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
- Support the education and social development of pupils under the direction and guidance of the Principal, the all through SENCO/Dyslexia Lead Teacher/AP and class teachers

Improving the quality of the curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- 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
- 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

1:1 Support

- Provide support for named pupils to enable them to be fully included and make expected progress
- Establish productive working relationships with pupils, act as a role model and set high expectations
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Support pupils consistently whilst recognising and responding to their individual needs and at the same time promote the inclusion of all pupils
- Employ strategies to recognise and reward achievement of self-reliance, providing feedback to pupils in relation to progress and achievement
- Liaise effectively with teachers, other support staff, health and education specialists, parents, visitors and volunteers

- Work effectively with class teachers on lesson planning and differentiation
- Administer and assess routine tests and invigilate exams/tests
- Use detailed knowledge and specialist skills to support pupils learning
- To support transition arrangements for SEN students transferring from primary school to the Academy and across secondary transition phases.

Other responsibilities

- Regularly undertake break and lunch-time duties
- Undertake and commit to on-going professional development to work toward Habs Institute Teaching School HLTA accreditation
- Keep and update records as agreed with the all through SENCO/Dyslexia teacher or class teacher
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Undertake other duties from time to time as the headteacher requires
- Maintain high professional standards i.e. business dress, punctuality and attendance
- Attend team and staff meetings as required
- Appreciate and support the role of other professionals
- Participate in training and other learning activities and performance development as required
- Accompany staff and pupils on visits, trips and out of school activities as required
- Work constructively as part of a team, understanding classroom roles and responsibilities and down position within these
- Be prepared to work cross-phase as necessary

General

- To work within the school framework with regard to Health and Safety
- To promote equal opportunities in the school
- To promote the ethos of the Trust / school
- To promote the school's commitment to the continued professional development of all staff.
- To work within the school's framework with regards to Health and Safety.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children.
- To report any Safeguarding concerns in accordance with Trust's Safeguarding Policy
- To undertake any duties as may reasonably be required by the Executive Principal or Leadership Team

Person Specification

	Essential Criteria	Desirable Criteria	Method of Assessment: Application (A) Interview (I) Assessment (AS) References (R)
Education & Qualifications	<ul style="list-style-type: none"> A* - C or Grade 4 and above in English and Maths at GCSE level or equivalent An Enhanced DBS (we will apply for this for you) 	<ul style="list-style-type: none"> First Aid training in specific medical procedures NVQ 3 or equivalent in teaching assistance or equivalent experience 	<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>
Knowledge & Experience	<ul style="list-style-type: none"> Experience of working with KS1 and KS2 children in a SEN department Have completed training on Provision Mapping and Assess, Plan, Do, Review Cycles Knowledge and experience of working with children with ASD/ ADHD/ Attachment difficulties Knowledge of the understanding of how challenging behaviour is communication and ways to support this through positive relationships, structures, routines and boundaries Ability to plan effective actions for pupils at risk of underachieving 	<ul style="list-style-type: none"> An interest in working within a Multi-Academy Trust setting Experience of multi-agency work in support of children, young people and families Experience of school MIS system (ARBOR) and EduKey provision maps Experience reading and responding to professional assessment reports e.g. from CAMHS, SALT 	<p>A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>
Personal Qualities	<ul style="list-style-type: none"> Clear commitment and understanding of the Trust ethos, vision and values and an ability to uphold them Belief in equality and opportunity for all, ensuring 	<ul style="list-style-type: none"> Personal insights into the importance of equity and inclusion 	<p>A, I, AS, R</p> <p>A, I, AS, R</p>

	<p>that all staff feel included and listened to</p> <ul style="list-style-type: none"> • Ability to establish and articulate a clear vision in an engaging way • Determination and resilience • High level of interpersonal and communication skills and the ability to build relationships and influence at all levels – engaging with a range of stakeholders successfully • Commitment to collaborative working • High expectations of achievement, conduct and behaviour and a willingness to address situations where these fall short • Commitment to safeguarding and promoting the welfare of children and young people 		<p>A, I, AS, R</p> <p>A, I, AS, R A, I, AS, R</p> <p>A, I, AS, R</p> <p>A, I, AS, R</p>
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Staff Development

We value our people. Professional learning is central to our success, and as a new employee, you will receive support from the Senior Directors of People and Professional Learning, alongside your line manager, to help you reach your full potential.