



## JOB DESCRIPTION

**TITLE:** Teaching Assistant 3 (HLTA)

**SCHOOL:** Lady Zia Wernher School

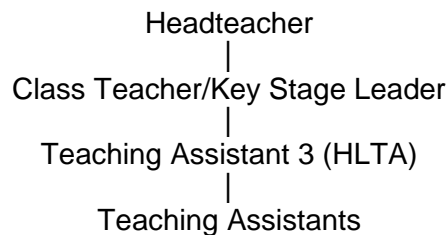
**RESPONSIBLE TO:** Class Teacher/Key Stage Leader

**GRADE:** L5

### PURPOSE OF POST:

To be responsible for delivery of teaching and learning (with teacher support) for groups/ class of children with special educational needs. Support the class teacher in all aspects of teaching, and enhance learning opportunities for pupils, bringing to bear an effective professional knowledge and understanding of child development and SEND.

### ORGANISATION CHART:



### PRINCIPAL RESPONSIBILITIES:

	%
1. Plan (with support) and deliver teaching and learning for whole class and individual pupils (including supporting pupil's learning at home) on a medium to long-term and ad hoc basis. Lead on development of Individual Education Plans where relevant, and contributing expertise in decisions concerning the individual needs of children with special educational needs.	30
2. Using learning and support strategies appropriate to the needs of the pupils supporting delivery of whole or part of curriculum. Provide support and guidance to other support staff who work with individual pupils with special educational needs. Develop and maintain resources to assist in teaching. Contribute significantly to assessment and reporting processes of pupil baselining & progress. Using effective observation monitoring & moderation skills.	30
3. Significantly contribute to the development of a purposeful working atmosphere and implement the school's behaviour and any related policies and procedures.	10
4. Develop and maintain supportive relationships with parents, carers and others of the pupil's community. Work collaboratively with other agencies and professionals as necessary, including educational psychologists, health professionals, and therapists, to meet the personal and educational needs of individual pupils.	10
5. Contribute to the care, health and welfare of pupils in accordance with the school's health and safety and related policies. This may include carrying out agreed daily hygiene routines, the administration of medicines, medical and	5

dietary procedures and assisting pupils in eating at lunchtimes. Contribute to the order and cleanliness of the classroom and school environment. This may involve cleaning and sterilising classroom equipment, tidying the classroom, cleaning up spills, etc.

6. Specific responsibility for an area of school development or curriculum e.g. Moving and Handling trainers, Rebound trainer, responsibility for curriculum area resources e.g. Art, specialist resources – e.g. hydro pool, specialist support areas e.g. PMLD or behaviour support, delivering outreach/pre-school requirements as linked with schools development plans. 10
7. Contribute to the delivery of the school improvement plan and associated development activities, which support values of the school, working collaboratively and supportively with colleagues. Develop and maintain professional knowledge and understanding, including contributing to and participating in all INSET days. Attend weekly teachers meetings. 5

**DIMENSIONS:**

**Supervisory Management:** Coaching/ Mentoring/training others

**Financial Resources:** None

**Physical Resources:** None

**Other:** Safeguarding children

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. 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 by the Authority. 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.**

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

**This is a Higher Level Teaching Assistant role. A Teaching Assistant at this level will take responsibility for pupils.** S/he will be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language. HLTA might be found in any school, including a special school and can be the specialists on SEN in that setting. In some settings HLTA will be involved in the supervision of other staff.

**Physical Effort:** The job is likely to involve some hoisting of children and moving of equipment. Staff are required to participate in lessons with the students e.g. swimming, PE, shopping in the community and gardening and therefore a reasonable level of fitness is required. Training will be provided where necessary.

**Working Environment:** There could be a requirement to deal with vomit and bodily fluids when children are unwell. Staff are required to support students with personal care. All staff work in teams and will be supported by colleagues when undertaking administration of medication or personal care for students.

### Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
<b>Experience</b>	Experience in pre-statutory school, care and/or child education settings	1,2		
	Experience of delivering a curriculum for children with special educational needs.	1,2		
	Some experience of curriculum planning, monitoring and assessment	1,2		
	Demonstrable experience of safeguarding children procedures and processes	1,2		
<b>Skills/Abilities</b>	Able to contribute constructively to and work effectively as a member of a team.	1,2,5	Have swimming pool competence	1,2
	Self-motivated & initiative led in working with parents/ carers and the child's community within an agreed framework of policies and procedures.	1,2	Mini bus driver	1,2, 4
	Able to communicate at a range of levels e.g. with children, parents, other professionals etc.	1,2	Own transport to attend home learning settings	1,2,4
	Information technology skills to support planning, teaching, communication with colleagues, parents and professionals	1,2,5		

	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English.	1,2		
<b>Competencies</b>	Able to demonstrate appropriate motivation to work with young people.	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours.	1,2		
	Able to competently carry effective pupil observations and complete quality reports			
<b>Equality Issues</b>	Able to recognise and act upon common forms of discrimination. Understanding of impact of SEND on equity issues	1,2		
	Able to understand the issues for pupils' education in an urban, multi-cultural context.	1,2		
<b>Specialist Knowledge</b>	Demonstrable knowledge of how pupils learn including some knowledge of additional language.	1,2		
	Therapeutic approach to positive behaviour management	1,2,5		
<b>Education and Training</b>	NNEB or BTEC or NVQ level 3 in childcare or equivalent qualification/ experience	4	First Aid practitioner	1,2
			Further relevant studies.	1,2
<b>Other Requirements</b>	Willingness to contribute to the support of children in all areas of personal development and hygiene including toileting programmes.  Attend relevant staff and parent meetings.  Take specific area of responsibility within the school additional to working in the classroom.  Attend in-service training	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018).

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted for any posts based in schools.