

Job Description

Post:	High level Teaching Assistant - 1 Yr Fixed term
Status:	36 hours per week, Term time only
Grade:	Scale SO2
Line Manager:	Inclusion Manager
Location:	Haggerston School

Purpose of the post:

To provide a high level of support for teaching and learning under the direction of the Inclusion Manager, SENDCo and other teaching/senior staff, and to lead and supervise Teaching Assistants across the school, having due regard to the school's aims, objectives, schemes of work and policies, and relevant national requirements.

The post holder will have a particular focus on supporting students with Special Educational Needs and Disabilities (SEND), leading targeted intervention programmes, promoting inclusion and ensuring the effective deployment of Teaching Assistants to maximise student progress and engagement.

Community Schools Trust (CST) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

DUTIES AND RESPONSIBILITIES

Direct Responsibilities:

1. Support for Pupils:

- Use specialist knowledge, skills and experience to support students with SEND across the school.
- Hold a caseload of identified students requiring additional support and intervention.
- Establish productive working relationships with students, acting as a positive role model and setting high expectations.
- Promote the inclusion and acceptance of all students within lessons and the wider school community.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work cooperatively with others and engage fully in learning activities.
- Promote independence and employ strategies to develop self-confidence, resilience and self-reliance.
- Provide feedback to students regarding their progress and achievements.
- Use behaviour management strategies in line with school policies and procedures to promote positive engagement and participation.

- Provide day-to-day support for students experiencing barriers to learning, emotional regulation difficulties or social challenges.

Support for the Teacher:

- Work with teachers to establish an effective learning environment for students with SEND.
- Support the planning, implementation and review of classroom strategies and adaptations.
- Monitor and evaluate students' responses to learning activities through observation and planned recording against agreed objectives.
- Provide objective and accurate feedback to teachers, the Inclusion Manager and SENDCo regarding student progress and engagement.
- Maintain accurate records relating to student support, interventions and progress.
- Undertake marking and feedback activities where appropriate.
- Promote positive attitudes to learning and encourage students to take responsibility for their own progress and behaviour.
- Liaise with subject teachers, pastoral staff and Inclusion Team members to ensure consistency of support.
- Administer routine assessments and screening activities as directed.

Intervention Provision

- Plan, deliver and evaluate targeted intervention programmes for individuals and small groups of students.
- Deliver interventions relating to literacy, numeracy, social communication, emotional regulation, study skills, organisation and independence as directed by the Inclusion Manager and SENDCo.
- Monitor attendance, engagement and outcomes within intervention programmes.
- Adapt intervention activities in response to student needs and progress.
- Maintain accurate records of intervention participation and impact.
- **Support students to transfer skills learned within interventions into their classroom learning.**

Line Management of Teaching Assistants

- Line manage the Teaching Assistant team, including deployment, timetabling, cover arrangements and day-to-day supervision.
- Organise and communicate Teaching Assistant allocations and ensure staff are informed of any changes.
- Keep the Inclusion Manager informed regarding deployment, staffing needs and timetabling requirements.
- Convene Teaching Assistant meetings and ensure appropriate records and actions are maintained.
- Provide guidance, coaching and support for Teaching Assistants through modelling effective practice and sharing strategies.
- Support the professional development of Teaching Assistants and identify training needs.
- Undertake performance management and appraisal responsibilities for supervised staff.
- Monitor and review the impact of Teaching Assistant support across the school.

2. Line management of Teaching Assistants:

- To line-manage a team of Teaching Assistants, including organising placements and arranging cover for Teaching Assistants, and keep all staff informed of any changes/developments.
- To keep the Lead Practitioner for Inclusion informed of staff deployment and timetabling requirements.
- To convene Teaching Assistants meetings and ensure notes of discussions and action are kept.

- Provide guidance to Teaching Assistants, including role modelling and supporting their training and assisting in assessing needs.
- Represent Teaching Assistants at meetings, ensuring their role is included in the planning of work and the achievement of school aims.
- Undertake Performance Management and appraisal of staff supervised.

General:

- Comply with all policies relating to safeguarding, child protection, health and safety, confidentiality and data protection.
- Promote equality, diversity and inclusion at all times.
- Contribute positively to the ethos, values and aims of the school.
- Attend and participate in relevant meetings, training and professional development activities.
- Work collaboratively with colleagues, parents/carers and external professionals where appropriate.
- Assist with supervision duties before school, during break and lunch times and after school where required.
- Accompany students on educational visits and trips as required.
- Be a tutor or co-tutor if required.
- Support the development of inclusive practice across the school.
- Maintain accurate records and contribute to the evaluation of SEND provision.
- Attend parents' evenings, school events and professional development activities as required.
- Undertake first aid and fire marshal duties where appropriately trained.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown but may be amended by the Headteacher, in consultation with the post holder, to reflect changing priorities and responsibilities commensurate with the grade of the post.

The post holder will be expected to work flexibly and carry out all duties in compliance with the Community School Trust policies.

PERSON SPECIFICATION
High level Teaching Assistant

Person Specification - High level Teaching Assistant

High level Teaching Assistant	Haggerston School
Inclusion	Community Schools Trust
Pay Scale: Scale SO2	

Community Schools Trust (CST) is committed to safeguarding and promoting the welfare of children and young people in our school and expects all staff and volunteers to share this commitment.

Criteria	Essential (E) / Desirable (D)	Shortlisting
Qualifications		
Have obtained or be prepared to obtain HLTA status/qualification	E	X
GCSE Grade C/4 or above (or equivalent) in English and Mathematics	E	X
Relevant Level 3 qualification in education, SEND or child development	D	X
Good first degree with high level academic literacy	D	X
Experience		
Minimum three years' experience working in a comprehensive and multicultural school environment	E	X
Experience of supporting students aged 11–18 with SEND in a school or similar setting	E	X
Experience of planning, delivering and evaluating interventions for individuals and small groups	E	X
Experience of delivering literacy, numeracy, social communication, emotional regulation or study skills interventions	E	X
Experience of monitoring, recording and reviewing student progress	E	X

Experience of supporting students with Autism and associated needs	E	X
Experience of supporting students with a range of SEND, including cognition and learning, communication and interaction, SEMH and sensory/physical needs	E	X
Experience of leading, supervising or coordinating Teaching Assistants or support staff	D	X
Experience of timetabling, deployment or organisation of support staff	D	X
Professional Knowledge and Understanding		
Working knowledge of the SEND Code of Practice and inclusive practice	E	X
Working knowledge of relevant safeguarding, behaviour and attendance procedures	E	X
Working knowledge of the National Curriculum and learning programmes relevant to secondary education	E	
Awareness of barriers to learning and strategies to support students with SEND	E	X
Understanding of intervention planning, delivery and evaluation	E	X
Understanding of adaptive teaching and reasonable adjustments for students with SEND	E	X
Awareness of the role of Teaching Assistants in promoting independence and inclusion	E	X
Skills, Abilities and Personal Qualities		
Ability to interpret assessment information and use it to plan support and interventions	E	X
Excellent literacy and numeracy skills	E	
Ability to identify and respond effectively to barriers to learning	E	X
Excellent organisational skills and ability to manage competing priorities	E	X
Ability to lead, motivate and support Teaching Assistants and other support staff	E	X
Ability to communicate effectively, both orally and in writing	E	X
Ability to build positive relationships with students, families and colleagues	E	X
Ability to use non-confrontational and restorative approaches with young people	E	X

Ability to work collaboratively as part of a multidisciplinary team	E	
Ability to use ICT effectively to support administration, intervention delivery and student learning	E	
Ability to produce and adapt intervention resources and learning materials	E	
Commitment to ongoing professional development and reflective practice	E	
Ability to work creatively, flexibly and with initiative	E	
Resilience and determination when working with vulnerable students	E	
Commitment to equality, diversity and inclusion	E	
Commitment to safeguarding and promoting the welfare of children and young people	E	

Please address the shortlisting criteria within your application form and supporting statement. All other criteria will be assessed through the interview process, references and task-based activities where appropriate.