

Job Profile & Person Specification – Higher Level Teaching Assistant

Core purpose

To lead and manage a team of Teaching Assistants. To set direction and monitor progress for TAs, ensuring effective working and progress towards team and departmental targets. As part of the wider SEND team, to plan and undertake work, care and support programmes to facilitate learning of students and to assist teachers in the management of students and the classroom. Work may be carried out in the classroom or outside the main teaching areas with individuals or small groups.

Support for Students

- To supervise and provide particular support for targeted students, ensuring their safety and access to learning activities
- To establish good relationships with students, acting as a role model and being aware of and responding appropriately to individuals' needs
- To communicate students' needs and effective strategies with teaching staff to ensure students are able to access the learning in all lessons
- To assist with the development and implementation of pupil passports, Individual Education Plans, and any other student documentation
- To support as required with the development and implementation of Education, Health and Care Plans and Annual Reviews of EHCPs.
- To assist with the planning and implementation of small group and one to one interventions
- To attend to students' personal needs (social, health, physical, hygiene and welfare), referring to line manager any concerns about student safety and well-being
- To promote the inclusion and acceptance of all students
- To record students' progress providing feedback to students, staff, parents and any other relevant stakeholders
- To provide support for designated examination students
- To accompany and supervise designated students on educational trips and visits.
- To liaise with parents to ensure that records are maintained accurately and updated in a timely fashion and any digital or paper files are current

Support for the Department

- To assist with the planning of TA timetables to ensure that key students are supported effectively in class and around the school
- To provide individual Line Management and Team Management for designated Learning Support Assistants, ensuring that meetings are held and documented and the annual performance management cycle is followed.
- To set targets and direction for individual TAs and the relevant TA team. To monitor progress towards targets, providing support and guidance as required and escalating any concerns to the SENDCo.
- To support the TA team's personal and professional development- providing coaching, role modelling and

- training in all areas of the role, including behaviour management, communication and specific SEND strategies
- To contribute to the department's development plan and take part in routine monitoring of departmental progress
 - To support with the preparation of annual budget requests, purchasing and any other planning as required

Support for Teachers

- To create and maintain a purposeful, orderly and supportive environment, following lesson plans agreed with line manager(s) and teachers
- To prepare and maintain equipment/resources as directed by the teacher and assist students in their use
- To use strategies, in liaison with teachers, to support students to achieve learning goals
- To provide regular feedback to teachers on students' achievements, progress and problems
- To assist with the planning of learning activities
- To support the teacher in managing student behaviour, reporting difficulties as appropriate
- To monitor students' responses to learning activities and accurately record achievement/progress as directed
- To undertake routine marking of targeted students' work and accurately record achievement/progress
- To promote good student behaviour, dealing promptly with conflict and incidents in line with school policy

Support for the Curriculum

- To develop students' literacy/numeracy skills in order to raise standards
- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses
- Under direction from the SENDCo, to communicate student needs and develop resources to ensure that all students are able to access the curriculum
- To support with pre-teaching and overlearning of key skills in curriculum areas as required
- To support the use of ICT in the classroom by the teacher and student to support pupil progress
- To support specific learners in the use of assistive technology, in particular in familiarisation with access arrangements for exams
- To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.
- Manage the Study Plus room.

Support for the School

- To be aware of and comply with policies relating to Child Protection, Health & Safety, Equal Opportunities, Confidentiality, SEND Code of Practice as well as general staff procedures.
- To contribute to the overall ethos, vision and aims of the school
- To appreciate and support the role of other professionals
- To attend relevant meetings as required

- To participate in training and other learning activities as required
- To accompany teaching staff and students on visits, trips and out of school activities as required

General Responsibilities (all staff):

- To perform duties and attend meetings as reasonably required.
- To participate in the school's performance management scheme.
- To undergo in-service training where required.
- To contribute to the school's pastoral system.
- To observe and implement current school policies and good practice.
- To contribute to the overall Christian ethos/work/aims of the school.
- To carry out such particular duties as the Headteacher/SLT may reasonably direct from time to time.

Person Specification Experience

- Experience of working with young people with SEND in an educational context- *Essential*
- Experience managing own workload- *Essential*
- Experience managing and supporting others to manage complex student behaviours- *Essential*
- Experience managing the work of a team- *Highly desirable*
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Professional knowledge

- GCSE or equivalent (NVQ level 2) passes in English and mathematics (literacy and numeracy)- *Essential*
- Relevant first aid knowledge- *Desirable*

Skills and Attributes

- Able to manage own time effectively- *Essential*
- Able to adhere to working procedures and policies within the school environment - *Essential*
- Able to operate as part of a team or individually as required - *Essential*
- Able to relate well to children and adults- *Essential*
- Committed to meeting the needs of all pupils with SEN- *Essential*
- Excellent communication skills and ICT skills - *Essential*
- Patient, flexible and adaptable - *Essential*
- A commitment to supporting learners with individual academic and welfare need- *Essential*