

### Job Description

<b>Job Title</b>	Higher Level Teaching Assistant - Secondary (HLTA)
<b>Grade</b>	G
<b>Responsible To</b>	Principal / Senior Management Team / SENCO
<b>Staff Managed</b>	General Teaching Assistants (GTA), Advanced Teaching Assistants (ATA), Senior Advanced Teaching Assistants (SATA)
<b>Job Family</b>	Teaching Assistants
<b>Job Purpose</b>	To advance pupils' school experience across the four broad areas of need by delivering small group or individual interventions. Activities will involve planning, preparing and delivering intervention sessions as well as monitoring, assessing, recording and reporting on pupils' achievement, progress and development. This will be carried out under the direction of the school SENDCo and other leaders.
<b>Job Context</b>	Works within the classroom or appropriate area of the school site to ensure the progress of children by taking responsibility for evidence based learning activities under an agreed system of supervision.
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>● Within an agreed system of supervision, plan monitor, assess and review intervention sessions and prepare to deliver these learning activities, according to pupil responses/needs</li> <li>● Monitor, record and evaluate pupil impact after each intervention period, using ongoing assessment and monitoring strategies.</li> <li>● Interact with pupils in ways that support the development of their ability to think and learn and work independently</li> <li>● Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence</li> <li>● Support pupils in their social and emotional wellbeing, and develop and implement related social, health and physical programmes</li> <li>● Take account of the effects of different parenting approaches, background and routines, and be involved in home school liaison</li> <li>● Encourage and motivate pupils to promote independence and resilience and increase self-esteem</li> <li>● Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.</li> <li>● Accompany or act as a group leader on educational visits, and other activities outside of the classroom, supervising the pupils</li> <li>● Provide supervision during breaks as required</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>● Establish constructive and respectful relationships with parents/carers, exchange appropriate information, facilitate their support for their child's attendance, access and learning and support home to school and community links.</li> <li>● Play an appropriate part in establishing effective relationships and communicate with other agencies/professionals, in liaison with the teacher, to support</li> </ul>

	achievement and progress of pupils
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>● Provide objective and accurate feedback and reports on pupil attainment, progress and other matters, ensuring the availability of appropriate evidence</li> <li>● Participate in meetings with other staff, external professionals, and parents, regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li> <li>● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li> <li>● Participate in staff meetings</li> <li>● Share information about pupils with teachers and other professionals as required</li> </ul>
	●
<b>Resource /People Management</b>	<ul style="list-style-type: none"> <li>● Manage a team of support staff working across the school, including the appraisal, training and deployment of staff</li> <li>● Participate in the recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>● Where needed, assist pupils with personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence</li> <li>● Be responsible for promoting and safeguarding the welfare of all pupils and reporting concerns as appropriate</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>● Organise and manage an appropriate learning environment and resources</li> <li>● Where needed, help co-ordinate the activities of students entering the school for the purpose of work experience/ work placements</li> <li>● Support the use of ICT to advance pupils' learning and use common ICT tools for own and pupils' learning</li> <li>● Assist with administrative support</li> <li>● Supervise and provide access arrangements for pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulation</li> <li>● Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor</li> <li>● Participate in training and appraisal</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>

<p><b>Equalities</b></p>	<ul style="list-style-type: none"> <li>● We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>● Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>● Develop an understanding of equality issues.</li> </ul>
<p><b>Flexibility</b></p>	<ul style="list-style-type: none"> <li>● Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>● Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>● Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<p><b>Customer Service</b></p>	<ul style="list-style-type: none"> <li>● The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>● The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>● Understand your own role and its limits, and the importance of providing care or support.</li> </ul>

### Person Specification

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<b>Responsible To</b>	Principal / Senior Management Team / SENCO	
<b>Staff Managed</b>	General Teaching Assistants (GTA), Advanced Teaching Assistants (ATA), Senior Advanced Teaching Assistants (SATA)	
<b>Job Family</b>	Teaching Assistants	
<b>Essential</b>		<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>● Good understanding of child/young people's development and learning processes</li> <li>● Understanding of individual children and young peoples' needs</li> <li>● An understanding that children/young people have differing needs</li> <li>● Knowledge of inclusive practice</li> <li>● Knowledge of Child Protection</li> </ul>		<ul style="list-style-type: none"> <li>● Knowledge of Behaviour Management techniques</li> <li>● Knowledge of Health &amp; Safety legislations and procedures</li> </ul>
<b>Experience</b>		
<ul style="list-style-type: none"> <li>● A good foundational knowledge from being a qualified TA (often holding a Level 3 qualification) is recommended.</li> </ul>		<ul style="list-style-type: none"> <li>● Line Management/supervisory experience</li> <li>● Experience of delivering evidence-based interventions that accelerate learning</li> </ul>
<b>Occupational Skills</b>		
<ul style="list-style-type: none"> <li>● Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe</li> <li>● Good written and verbal communication skills</li> <li>● Able to communicate effectively and build good relationships with all teachers, children, young people, families and carers</li> <li>● Demonstrable interpersonal skills</li> </ul>		
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>● Level 2 English and Maths qualification or equivalent</li> <li>● Level 4 HLTA status or a similar level of skills, knowledge and experience that can be internally verified.</li> </ul>		<ul style="list-style-type: none"> <li>● Appropriate first aid training(<i>Dependent on the schools needs</i>)</li> <li>● Relevant Level 4 qualification</li> <li>● QTS</li> </ul>

<b>Other Requirements</b>	
<ul style="list-style-type: none"> <li>● Enhanced DBS clearance</li> <li>● Ability to work successfully in a team</li> <li>● Able to exercise discretion and judgement</li> <li>● Confidentiality</li> <li>● Flexibility</li> <li>● To be committed to the school's policies and ethos</li> <li>● To be committed to Continuing Professional Development</li> <li>● Motivation to work with children and young people</li> <li>● Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>● Emotional resilience in working with challenging behaviours and attitudes</li> <li>● Ability to use authority and maintaining discipline</li> </ul>	<ul style="list-style-type: none"> <li>● Commitment to the wider school setting</li> <li>● Creativity</li> </ul>