

JOB DESCRIPTION

Position	Higher Level Teaching Assistant
Grade	Grade 7 (FTE £28, 598), the pro-rata salary would be £4,836.80
Hours	7.5 Hours Term Time only 8:30 – 4.00 one day a week, Wednesday
Responsible to:	Special Educational Needs Co-ordinator / Assistant Leader of SEN
Main Purpose:	<p>To take a lead role within the school to address the needs of students who need targeted support to overcome barriers to learning and physical limitations, under the direction of the Head of SEND</p> <p>To support students with social, emotional and mental health needs and working with students identified and preparing 1-1 or group intervention to provide coping strategies and learning within school.</p>

Main Duties and Responsibilities:

Support for Students

- Assess the needs of the students and use detailed knowledge and specialist skills to support students' learning and access to the curriculum.
- Manage and deliver pastoral support to students, assisting in their social, emotional, health and hygiene development.
- Contribute to the planning and preparation of differentiated learning activities.
- As directed by the SENCo, take responsibility for delivering planned curriculum activities and provide advice on necessary adjustments within teaching environments.
- Encourage and promote the inclusion and acceptance of all students and lead on central guidance with regards to the inclusion of SEND students.
- Establish constructive relationships with students, interacting with them according to individual needs, setting challenging and demanding expectations whilst promoting self-esteem and independence.
- Attend to students' identified needs and develop and implement behaviour/support/mentoring plans and strategies as necessary according to individual learners' needs.
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance.
- Provide feedback to parents and students in relation to progress, achievement, behaviour, development and attendance in relation to their SEND.
- Undertake comprehensive assessment of students to determine those in need of particular adjustments in order to access a broad and balanced curriculum.
- Liaise with parents regarding any aspects of a student's learning and support needs.
- Liaise with specialist services on behalf of individual students, eg Educational Psychologists, by agreement with the SENCo and parents of the learner.
- Attend and chair Coordinated Plans for key students under the direction of the SENCo and review meetings.
- Become involved in the planning cycle, managing the preparation of equipment and resources to assist those who need help to overcome barriers to learning.

- Undertake programmes of transition support for learners coming up from Year 6 and for learners moving on from year 11 or 13.
- Devise transition plans for learners to include communication assessments and aspects of support in preparation for secondary school.

Working with Individual Students in Mainstream Lessons

- Organise and manage appropriate learning environment and relevant resources relating to SEND learners.
- Work with the Teacher and SENCo in lesson planning, evaluating and adjusting plans as appropriate, to meet individual need.
- Monitor and evaluate students' responses to learning activities through observation and feedback to the class teacher against pre-determined learning objectives within the framework of outcomes determined in the learner's EHCP.
- Provide detailed and regular feedback to the Teacher and SENCo on student achievement, progress and other matters e.g. behaviour, attendance, communication choices and monitoring statistics. Manage the compilation of records, information and data and produce reports for analysis.
- Contribute to behaviour management within the school and take charge of situations to allow the teacher to continue to work with others.
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Support the role of parents in feedback on students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement and SEND issues, in particular for key students.

Supporting the Curriculum

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs and guide teaching staff on adjustments needed.
- Deliver local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of students' skills in preparation for adulthood.
- Provide additional support for children who need additional ICT skills, assistive technologies or technical aids to communication.
- Co-ordinate Continuing Professional Development for Teaching Assistants in Liaison with the SENCo and Lead Officer in the Local Authority.

Supporting the School

- Be aware of, and comply with, policies and procedures e.g. safeguarding, health, safety and security, confidentiality and data protection, dealing with/reporting concerns to an appropriate person.
- Be responsible for the provision of out-of-school learning activities within guidelines established by the school and ensure that the planning of trips includes an accessibility assessment where needed. Supervise students on visits and trips as required.
- Develop and maintain effective relationships with staff, parents, carers and relevant external agencies.
- Attend and participate in regular meetings as required.

- Establish communication packages (including communication scaffolding, differentiated worksheets, vocabulary sheets, etc) for learners as necessary to support their integration within the classroom.
- Provide short-term (or previously agreed) cover within any age group in response to teacher absence.

Each HLTA will be largely responsible for one area but will liaise and work as required across the whole Learning Support Department.

EQUALITY OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies.

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.

This job description will be reviewed periodically.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.