**JOB DESCRIPTION**

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| **JOB TITLE** | **HLTA (Faculty – Technology)**  |
| **SCHOOL** | CALUDON CASTLE SCHOOL |
| **GRADE** | **G4 as an HLTA £17,772 to £21,268 pro rata to hours worked each week and the number of weeks worked each year (£15,353 to £18,373 pa)** |
| **HOURS** | 37 hours per week (5 days per week), Term time only plus 5 teacher training days. Hours of work 8.00 am to 4.00 pm Monday to Thursday, 8.00 am to 3.30 pm Friday (half an hour lunchbreak each day). |

**Job Purpose:**

* To work collaboratively with the responsible classroom teacher in their responsibility for the development and education process by utilising detailed knowledge and specialist skills to undertake 'specified work' and provide care and supervision to children/young people.

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* To provide care and supervision to children/young people, including those who have special physical, emotional and educational needs. To support a number of identified students to achieve their termly targets.
* To be a ‘faculty ambassador’ to support with resource management and planning for all subjects in Technology
* To support as a Tutor
* To support as a Technician
* To be the mentor for a technology apprentice
* To support a number of identified students (‘cohort’) within an identified year group to achieve their termly targets.
* To organise timetabled intervention/support to the identified cohort whereby both classroom and 1:1 support is provided.
* To liaise with the cohort’s teachers, tutors, year leaders, parents, carers in a key worker role, attending meetings, overseeing student progress and acting a reporting link to staff at all levels as appropriate.
* Providing cover in the absence of teachers in Technology covering all subjects and all year groups in line with the needs of the school which will vary on a day to day basis.

**Duties and Responsibilities:**

**DEDICATED SUPPORT:**

* To support as a Tutor an assigned group of students. Promoting the general progress and well-being of individual students and the Tutor Group as a whole.
* To be the mentor for a technology apprentice supporting them with their learning and development within the role.
* Whilst the apprentice is undergoing induction, to support the teaching of food technology, and other technology subjects where required on occasion, by developing, preparing and maintaining appropriate facilities, equipment and materials for use by students and staff.
	+ This will include supporting and supervising students as a Technician ensuring that rooms and equipment are kept clean and tidy and that safety regulations are met, including checking equipment for safety, cleaning and sterilizing equipment and advising students on safety aspects of particular practical work
	+ On completion of the apprentice’s induction, to supervise and mentor the apprentice in these areas.

**OUTLINE RESPONSIBILITIES AND TASKS**

Under the direction and supervision of teaching/senior staff:

* Undertake appropriate planning and preparation of lessons and courses for individuals, groups and whole classes.
* Deliver agreed lessons and learning experiences to individuals, groups and whole classes as required.
* Assess the development, progress and attainment of pupils including through the analysis of data.
* Report on the development, progress and attainment of pupils to the responsible teacher as appropriate.
* Use specialist skills to undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children/young people, including those pupils with special educational, physical or emotional needs.

**JOB RESPONSIBILITIES AND TASKS MAY INCLUDE SOME OF THE FOLLOWING:**

1. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans for individuals, groups of pupils or a whole class as appropriate.
2. Implement agreed learning activities/teaching programmes using strategies in liaison with the teacher, to support pupils to achieve learning goals.
3. Monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievements against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters.
5. Establish productive working relationships with pupils providing feedback to them in relation to progress and achievement.
6. Manage, prepare and maintain equipment and teaching resources for lessons and activities including the control of stock within the classroom.
7. Undertake supervision and discipline of pupils within the procedures of the school/service, providing feedback to pupils.
8. Promote pupil independence in learning, social and mobility skills and employ strategies to recognise and reward achievement of self–reliance.
9. Ensure that pupils are able to safely use equipment and materials provided.
10. Provide support for local and national learning strategies e.g. Literacy, Numeracy, KS3, Early Years.
11. Support the implementation of programmes designed by other professionals such as educational psychologists and speech and language therapists.
12. Liaise sensitively and effectively with other professional staff and when reporting information from/to parents/carers, contributing to meetings to discuss a specific child's progress as appropriate.
13. Establish constructive relationships and communicate with other agencies /professionals, in liaison with the teacher, to support achievement and pupil progress.
14. Assist the teacher in monitoring and analysing records of pupils' progress.
15. Utilise ICT in learning activities and develop pupils' competence and independence in its use.
16. Assist at an appropriate level and within the school's protocols, with the provision of general care and welfare of pupils which may include:
* assistance with the personal hygiene routines, e.g. toilet training, changing of incontinent children, dressing and undressing;
* the changing of soiled clothing and its disposal in an appropriate way;
* assisting with children's injuries and, where appropriately qualified, administering first aid;
* assist with the administering of medicines under the direction of **the appropriate medical** staff;
* assist with the identification and monitoring of children's general health and welfare.
1. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Support and contribute to the overall ethos/work/aims of the school.
3. Assist with the supervision of pupils outside of lesson times, including before and after school and during lunchtime.
4. Assist with group/whole class activities within and away from the classroom/school, such as PE, swimming, educational visits.
5. Participate in personal and professional development activities to meet the changing demands of the job, and encourage and support other staff in their development and training.
6. Attend and participate in relevant meetings as required.
7. Assist in the supervision, training and development of volunteer helpers, students or other staff in the classroom.
8. Any other duties and responsibilities within the range of the salary grade.
9. To be accountable for promoting and safeguarding the welfare of students responsible for, or who in contact with.
10. Carry out the duties of the post with due regard to the school's equal opportunities policy, safeguarding, data protection, finance and health and safety procedures.

Postholder reports to : Student Support Mentor Manager/HR Business Manager

Support to : Assistant Head – Inclusion/SSM Manager

Level of supervision : Under the guidance of the SSM Manager/HR Business Manager

# **PERSON SPECIFICATION**

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| **Knowledge** | * Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation
* Excellent knowledge of Food Technology and/or Product Design machinery/equipment
* Knowledge of different materials/resources and ability to advise on appropriate choices
* Working knowledge of equipment and safety regulations
* Working knowledge of national curriculum and other relevant learning programmes
* To understand the principles of child development and learning processes and in particular, barriers to learning
* Full understanding of the range of support services and providers
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| **Skills and Abilities** | * Ability to plan effective actions for pupils at risk of underachieving
* Ability to self-evaluate learning needs
* Ability to relate well to children and adults
* Ability to work constructively as part of a team
* Ability to utilise ICT effectively to support learning
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| **Experience** | * Experience of working with children of relevant age or with general/specific special needs
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| **Educational** | * Excellent Literacy and Numeracy skills equivalent to NVQ 2 in English and Maths
* NVQ 3 for Teaching Assistants or equivalent qualification or experience
* Training in relevant strategies e.g. literacy and/or in a particular curriculum/learning area e.g. ICT, Maths
* Ideally a qualified HLTA able to meet Higher Level teaching Assistant standards, or be willing to undertake a HLTA qualification
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| **Safeguarding** | In addition to candidate’s ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:* Motivation to work with children and young people;
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
* Emotional resilience in working with challenging behaviours; and
* Attitudes to use of authority and maintaining discipline.
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**HLTA Standards**

**There are 33 Higher Level teaching Assistant standards**

**Professional Values and Practice**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Have high expectations of children and young people with a commitment to helping them fulfil their potential
2. Establish fair, respectful, trusting, supportive and constructive relationships with children and young people
3. Demonstrate the positive values, attitudes and behaviour they expect from children and young people
4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers
5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people
6. Demonstrate the commitment to collaborative and cooperative working with colleagues, and
7. Improve their own knowledge and practice including responding to advice and feedback

**Professional knowledge and understanding**

Those awarded HLTA must demonstrate, through their practice, that they:

1. Understand the key factors that affect children and young people's learning and progress
2. Know how to contribute to effective personalised provision by taking practical account of diversity
3. Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
4. Have achieved a nationally recognised qualification at level 2 or above in English/literacy and mathematics/numeracy
5. Know how to use ICT to support their professional activities
6. Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
7. Understand the objectives, content and intended outcomes for the learning activities in which they are involved
8. Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEN) code of practice and disabilities legislation, and
9. Know how other frameworks that support the development and well-being of children and young people, impact upon their practice.

**Professional skills**

Teaching and learning activities must take place under the direction and supervision of an assigned teacher and in accordance with arrangements made by the headteacher of the school.

**Planning and expectations**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Use their area(s) of expertise to contribute to the planning and preparation of learning activities
2. Use their area(s) of expertise to plan their role in learning activities
3. Devise clearly structured activities that interest and motivate learners and advance their learning
4. Plan how they will support the inclusion of the children and young people in the learning activities, and
5. Contribute to the selection and preparation of resources suitable for children and young people’s interests and abilities.

**Monitoring and assessment**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Monitor learners' responses to activities and modify the approach accordingly
2. Monitor learners' progress in order to provide focused support and feedback
3. Support the evaluation of learners' progress using a range of assessment techniques, and
4. Contribute to maintaining and analysing records of learners' progress.

**Teaching and learning activities**

Those awarded HLTA status must demonstrate, through their practice, that they:

1. Use effective strategies to promote positive behaviour
2. Recognise and respond appropriately to situations that challenge equality of opportunity
3. Use their ICT skills to advance learning
4. Advance learning when working with individuals
5. Advance learning when working with small groups
6. Advance learning when working with whole classes without the presence of the assigned teacher
7. Organise and manage learning activities in ways which keep learners safe, and
8. Direct the work, where relevant, of other adults in supporting learning.