

Job Description

Higher Level Teaching Assistant (HLTA)

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Responsible to: Vice Principal/Assistant Principal/STEPs Lead

Responsible For: Mentoring, small group interventions and SEMH

SCP: Grade 6 20-25

Hours of Work: 35 hours per week, term-time plus 1 week (training days)

Special Conditions:

This job description is a guide to the work you will initially be required to undertake. It may be reviewed from time to time to meet changing circumstances.

Job Summary:-

- To support pupil access to all areas of the National Curriculum.
- To support students to access mainstream provision.
- To assist pupils with their social, emotional and mental health needs and build/maintain their levels of self-confidence and esteem to be successful in mainstream.

Duties and responsibilities: -

- To support with the academy's SEMH provision, the administration and daily preparation.
- To oversee student classwork set and liaise with teaching staff on setting of work and for marking.
- To liaise Inclusion and Safeguarding staff on a regular basis, and support pupils to achieve educational, spiritual, emotional, physical and psychological needs.
- To plan, organise, write and deliver mentoring programmes to support pupils SEMH needs.
- Implement safeguarding policies.
- To be flexible with attitudes towards timetabling, pupils and all staff.
- With the full support of staff, to review pupils reintegration to mainstream lessons.
- To monitor student behaviour and attendance data.
- To have a clear vision of new and innovative ideas through continuing professional development and training to enhance personal knowledge of SEMH
- To support with department administration

Teaching and Learning

- Plan, prepare and deliver specified learning activities to individuals, groups and/or classes modifying and adapting activities as necessary.
- Plan and evaluate specialist learning activities with the teacher.
- Provide specialist support e.g. SEMH, SEN or in a particular learning area.
- Plan, devise and implement individualised timetables for pupils referred to internal SEMH provision.
- To liaise with subject staff on a regular basis, and enable the pupil to achieve educational, spiritual, emotional, physical and psychological needs

- Keep records of progress made to facilitate differentiation
- Implement all Academy policies appropriate to individual pupils to enable them to participate in all targeted lessons, including students with SEN
- To be flexible with attitudes towards timetabling for students
- With the full support of teaching staff to be aware of the role and the needs of each pupil being supported
- Assess, record and report on the development, progress and attainment as agreed with the teacher. Monitor and record pupil responses and learning
- To have a clear vision of new and innovative ideas through continuing professional development and training to enhance personal knowledge of SEN, Mental Health, Curriculum and Behaviour
- Interpret information and situations and respond independently to problems and situations in line with procedures but may refer to the line manager for more unusual/difficult problems.

Supporting the Pupil

- To work with any individual pupil or group within the class, whether designated or not as instructed by the class teacher and AP Inclusion
- To be involved in the pastoral care of students supporting the work of the tutor, Head of Years, SENCo and any other professional body as appropriate.
- To be aware of the changing needs of the SEN pupil you are working with, both educationally and emotionally.
- To assist in the building of self-confidence and self-esteem for all pupils referred to SEMH provision.
- Encourage all pupils to take an active role in lessons both practically and verbally, giving encouragement to enrich their development accordingly.
- To liaise with Class Teacher/SENCo/ STEPS Lead, to enrich their development accordingly.
- To use ICT equipment and any other educational aid to support all learners
- To ensure Equal Opportunities policy is implemented for all subjects.

Resources

- Select and adapt appropriate resources/methods to facilitate agreed learning activities.
- May maintain and monitor stocks/supplies.

Educational visits and other supervision

- Assist with break time supervision including facilitating games and activities.

Building professional relationships

- Establish and maintain relationships with families, carers and other adults e.g. therapists.
- Exchange information with staff and parents/carers.

Supporting the Academy

- To integrate fully in the smooth running of the Academy to ensure the needs of each pupil are met.
- To be aware of all Academy policies, in particular Health and Safety issues and safeguarding.
- To liaise with parents or other Agencies in conjunction with AP Inclusion as directed.
- To have regular meetings with Assistant Principal.

Other duties:-

- Such other duties as may be reasonably required by the Principal/SLT
- It is the responsibility of each employee to carry out their duties in line with Academy policies, particularly to comply with all child protection/safeguarding policies/Health Safety Policies.
- Use and development of ICT as required.

Due to the nature of this job, it will be necessary for the appropriate level of Disclosure Barring Service to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (amendments) Order 1986.

Therefore, applicants are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.



Person Specification – HTLA

Category	Essential	Desirable	Method of Assessment
Qualification and Training	<ul style="list-style-type: none"> 5 passes (A-C) at GCSE including Maths and English, or equivalent 		Application Form
Experience	<ul style="list-style-type: none"> Experience of working with young people. 	<ul style="list-style-type: none"> Experience of working in a school setting Experience of working with students with complex backgrounds and behavioural difficulties. 	Application Form and Interview
Training	<ul style="list-style-type: none"> Willing to attend relevant training 	<ul style="list-style-type: none"> Mentoring Emotion coaching Mental Health First Aid/ ASIST 	Interview
Skills and Knowledge	<ul style="list-style-type: none"> An understanding of safeguarding & Child Protection practices Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices. Knowledge and understanding of Equal Opportunities Knowledge of basic Health and Safety issues Good ICT skills Excellent organisational and interpersonal skills. An understanding of students social, emotional and mental health needs. 	<ul style="list-style-type: none"> Ability to plan, differentiate, deliver and evaluate lesson from department schemes of work. Develop and prepare resources for learning activities within the academies SEMH provision. Motivate and progress students SEMH and academic progress Knowledge and understanding of the National Curriculum, Literacy and Numeracy strategies. 	Application Form and Interview
Personal Attributes	<ul style="list-style-type: none"> Ability to work when the school is open (Term Time working) 	<ul style="list-style-type: none"> Ability to help students to transfer their learning to other parts of their lives. Ability to work in partnership with parents. 	Application Form and Interview.

	<ul style="list-style-type: none">• Willingness to work flexibly to meet the requirements of the post• Ability to motivate individuals to perform effectively• Able to communicate effectively• Commitment to working in partnership with parents• Strong 'team player' attitude.• Ability to supervise students effectively.		
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