OCTAVIA HOUSE
Sector-Leading Therapeutic Schools

JOB DESCRIPTION HIGHER LEVEL TEACHING ASSISTANTS

PEOPLE MANAGER	HEAD OF SCHOOL/ASSISTANT HEAD
LOCATION	LONDON / ESSEX

- This job description should be considered as guidance and is not exhaustive.
- It may be amended at any time following discussion between the People Manager and colleague and may be reviewed as part of the performance review process.
- The postholder may be required to undertake other duties as reasonably required by their people manager or any member of the leadership team.
- All posts are subject to Enhanced DBS checks in addition to a range of other vetting checks as per the latest statutory safeguarding guidance.

OVERVIEW

- Our higher level teaching assistants (HLTAs) embody the OHS relationships-first approach, building strong, lasting relationships with our pupils who have ACEs and complex SEMH needs, as well as other associated SEND.
- HLTAs 'work as one' with therapists and teachers and are at the core of realising the schools' relationships-first, therapeutic ethos.
- Provide emotional regulation and support to pupils, including assisting key pupils throughout the day, supporting transitions, covering lunch duties and supporting the inclusion of pupils in all aspects of school life.
- Work collaboratively with teaching colleagues and complement teachers' high-quality delivery of the curriculum by supporting pupils within lessons, delivering interventions and assisting with the management and preparation of resources.
- To supervise, support and lead whole classes to cover absences as needed, including working across sites as directed by senior leaders.
- Work collaboratively with therapy colleagues to support the delivery of SaLT and OT provision as needed.
- Provide support for pupils, colleagues and the school in order to raise standards of achievement for all, including adhering to all policies and putting the safeguarding of pupils at the forefront.

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KEY RESPONSIBILITIES

- Adhering to the schools' relationships-first policy, ethos and procedures, to support pupils' emotional regulation and improvements in their social and emotional development over time.
- Role-modelling OHS values and the highest levels of professionalism.
- Motivating, engaging and inspiring pupils as a result of building strong, lasting relationships, working seamlessly with colleagues, and planning carefully to meet pupils' individual needs.
- Developing and preparing resources for learning activities in accordance with lesson plans and in response to pupil need, including for specific interventions.
- Contributing to the planning of opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures.
- Creating and maintaining a well-managed, calm, secure and happy classroom where priority is given to the quality of the learning environment, ensuring it is welcoming, positive and uncluttered, and that the required resources and displays are of high quality.
- Contributing to breakfast, break, lunch, assembly, exercise and extra-curricular provision.
- Fulfilling the role of 'trusted adult', taking responsibility for the pastoral care of pupils.
- Encouraging, developing and supporting relationships between families, adults and pupils.
- Supporting the maintenance of required plans, assessments and records, while participating in administrative and organisational tasks relating to the safe, effective and efficient running of the schools.
- 'Working as one' to ensure consistency, continuity and quality of provision.
- Attending and participating in all mandatory briefings, meetings and training sessions; and contributing to the schools' self-evaluation and ongoing improvement.
- Knowing, supporting and realising the schools' policies and procedures, including those relating to safeguarding and data protection and relevant legislation.

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OHS BEHAVIOURS

We expect all OHS colleagues to demonstrate the following behaviours at all times towards pupils, colleagues and families: accountable, adaptable, collaborative, communicative, creative, empathetic, proactive, resilient.

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PERSON SPECIFICATION
HIGHER LEVEL TEACHING ASSISTANTS

SKILLS, TRAITS, KNOWLEDGE & UNDERSTANDING

- Excellent ability to support the teaching of, and work successfully with, pupils with SEMH needs.
- Outstanding communication skills (with pupils, families, colleagues and professionals).
- Outstanding organisational skills (including meeting deadlines).
- Strong ability to work constructively and collaboratively as part of a unified team.
- Strong academic skills to support teaching across the curriculum.
- Reflective practitioner, eager to develop professionally.
- Able to recognise own training needs and willing to undergo relevant training.
- Attention to detail, including in terms of presentation, reliability, punctuality and supporting the maintenance of an attractive environment for learning.
- Ability to support families and carers of pupils with challenging behaviour.
- Highly flexible and comfortable with change, with the ability to cope in high pressure, highly stressful contexts.
- Creative and imaginative thinker in terms of supporting pupil-centred learning.
- Clear understanding of child development and pupils with SEMH needs and associated SEND.
- Works within own competencies and seeks guidance from teachers, therapists or school leaders when a pupil's needs change or escalate.
- A commitment to promoting and safeguarding the welfare of pupils.

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QUALIFICATIONS, TRAINING & EXPERIENCE

- Experience working with pupils in a school or therapeutic environment (essential).
- Experience supporting pupils with SEMH needs (essential).
- Further training or qualifications related to SEMH needs/SEND (desirable).
- Higher level teaching assistant qualification (desirable).
- Experience of working in independent special schools (desirable).