

# The appointment of Higher Level Teaching Assistant - Autistic Spectrum Condition (HTLA ASD)

*Required for November 2019*



We are seeking to appoint an innovative, inspiring and well qualified **HLTA ASD** to work within the SEND department leading on provision for students with Autism. The successful applicant would be expected to support in the classroom and offer guidance to teaching staff on strategies to support autistic students as well as taking small groups of students for various interventions. They will work as part of a team of Teaching Assistants to have an impact on the progress and achievement of students with Autism. Other key aspects would be to support behaviour and promote an environment for learning that supports the progress of all students.

This role is available for qualified teachers (especially those that can offer maths or science) and professionals that have experience in schools but do not hold QTS. We would expect any unqualified teacher to have significant experience working in secondary education and this should be demonstrated through the application form and will be tested at interview.

We are currently graded outstanding by Ofsted and SIAMS, a World Class School and are a member of the Leading Edge network. In the summer we achieved our best ever GCSE and A level results in terms of both progress (top 10% nationally) and attainment. However, we are much more than a successful, academically focused school. We believe in educating the whole child and our Christian values of joy, perseverance, servant leadership, charity and forgiveness underpin everything we stand for. It is important that all of our staff, whether they are teachers or not, work closely with our young people and ensure that they are successful in all that they do. We are looking for staff who will always go the extra mile for our young people and believe that education happens both in and out of the classroom.

Chelsea Academy is a great place to work (we are one of the few schools in the country with Investors in People Gold), our staff are friendly and supportive and we offer a whole range of professional development opportunities no matter what stage you are at in your career. We want all of our staff to be outstanding and so offer unrivalled professional development and support. This includes a CPD session every week and access to a library of online courses besides bespoke training available for individual roles to carry out their responsibilities. Pastoral training is also available to help staff mentor students as Learning Coaches. Academy staff have access to a wide range of benefits these include a private healthcare package, 24 hour GP service, physiotherapy and a confidential well-being support line as well as a laptop and free lunch





The deadline for applications is **Monday 11th November 2019. Interview date is to be confirmed.** It will assist the shortlisting process if applicants can address directly to the criteria in the person specification in their supporting statements.

If you have any further questions about this post, then please feel free to contact Anisha Yatally (HR Advisor) on [recruitment@chelsea-academy.org](mailto:recruitment@chelsea-academy.org) who will put you in contact with the relevant staff member. Visits to the Academy and / or requests for informal discussions with the Principal are welcome and can be arranged by Anisha. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people.

#### **Equal Opportunities and Safer Recruitment**

Chelsea Academy is an inclusive employer. We welcome applications from suitable candidates no matter their gender, race, religion, sexual orientation, or disability, however, we do expect all our staff to note and follow our Christian ethos which is outlined on our website. Please note that Chelsea Academy is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be able to satisfy successful references, an enhanced police / Security Disclosure and Barring Service (DBS) check and right to work in the UK prior to starting employment with the Academy.

If you want to work in a happy, purposeful inner city academy with a strong Christian ethos and commitment to helping every student go on to university or meaningful employment, then we would welcome your application.

Yours faithfully  
**Matt Williams**  
**Principal**



## **CHELSEA ACADEMY HIGHER LEVEL TEACHING ASSISTANT AUTISM SPECTRUM DISORDER**

### **JOB DESCRIPTION**

<b>Purpose</b>	<b>Higher Level Teaching Assistant Autistic Spectrum Condition (HTLA ASD)</b>
<b>Reporting to</b>	SENCo
<b>Working time</b>	36 hours per week, term time only

### **MAIN DUTIES AND RESPONSIBILITIES**

Main duties and responsibilities are indicated here. Other duties of an appropriate level and nature may also be required and will be negotiated.

- Support in curriculum areas and create and modify resources for mainstream teachers.
- Keep up to date with current good practice within area of responsibility.
- Work with identified students both in small groups and in mainstream lessons.
- Feedback to the SENCo on the progress and effectiveness of the interventions.
- Establish and develop productive working relationships with students.
- Work with students, understanding how to motivate and encourage them to develop and achieve.
- Liaise with the SENCo and class teachers to identify and monitor students with Special Educational Needs.
- Promote the inclusion and acceptance of all students within the classroom.
- Encourage students to interact and work cooperatively with others and engage in all activities.
- Within an agreed system of supervision, work with the teacher to develop lessons, work plans and the classroom environment.
- Provide feedback on the achievement of students to colleagues through agreed monitoring systems.
- Support the Academy induction programme. This may include contributing to parents evening as appropriate.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support differences and to ensure all students have equal access to opportunities to learn and develop.
- Contribute to overall ethos/work/aims of the Academy.
- Attend and participate in regular meetings, and in training and other activities as required.
- Attend meetings with line managers as required.
- Promote equal opportunities all times.
- Use initiative to provide support for students to broaden and enrich their learning.
- Work with identified students on a 1:1 and small group basis as directed by the SENCo

### **SPECIFIC RESPONSIBILITIES**

1. To provide support/interventions for ASC students under the direction of the SENCo to enable those students to access the curriculum and to participate in all aspects of Academy life
2. To provide support and offer strategies to staff on how best to work with ASC students in order to maximise student outcomes and staff confidence
3. To work with small groups of and individual ASC students outside the classroom to support progress and attainment
4. To work with parents of ASC students organising meetings and advising them where appropriate

### **Related to behaviour and discipline**

- To promote and encourage good standards of behaviour in line with the Academy's behaviour policy.
- To check that uniform requirements are met and promote and encourage high standards of appearance and tidiness.
- Administrative responsibilities

### **Other duties**

- To attend full staff, departmental and other meetings with staff working groups as requested.
- To take part in training and performance management procedures.
- To carry out the duties in the most effective, efficient and economic manner available.
- To contribute to the development of the Academy's Christian ethos.
- To support the Academy Mission Statement.

### **Equal Opportunities and Safer Recruitment**

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