![\\ash-srv-01\User_Redirects$\dgarrido\Documents\LOGOAshmanorlogo[1].jpg]()![\\ash-srv-01\User_Redirects$\dgarrido\Documents\LOGOAshmanorlogo[1].jpg]()**Ash Manor School**

**Aspire and Achieve**

**JOB DESCRIPTION & PERSON SPECIFICATION**

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| **CONTRACTUAL DETAILS** |
| Post Title: | Higher Level Teaching Assistant |
| Grade: | Surrey Grade S6 |
| Hours: | 36 hours per week, 39 weeks per year (term time only) incl 5 days INSET |
| Line managed by: | SENCO |
| Line management of: | N/A |
| **ROLE PURPOSE** |
| *This is a draft job description and the areas of responsibility will be developed throughout the year to reflect the strengths of the post holder, their areas for development and aspirations.** To complement the professional work of teachers by taking responsibility for agreed learning actives under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups and monitoring students and recording and reporting on students’ achievement, progress and development.
* Under an agreed system of supervision: take a lead role within the school to address the needs of students who need particular help to overcome barriers to learn.
* To provide support for students, the teacher and the school in order to raise standards of achievement for all students (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes.
* To encourage students to become independent learners and to support the inclusion of students in all aspects of school life.

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| **CORE ACCOUNTABILITIES**  |
| **Support for Students*** Assess the needs of students and use detailed knowledge and specialist skill to support students’ learning.
* Establish productive working relationships with students, acting as a role model and setting high expectations.
* Develop and implement personalised learning plans where required
* Promote the inclusion and acceptance of all students within the classroom.
* Support students consistently whilst recognising and responding to their individual needs.
* Encourage students to interact and work co-operatively with others and engage all students in activities.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Provide feedback to students in relation to progress, achievement, behaviour etc.

**Support for Teachers*** Within an agreed system of supervision and within a pre-determined lesson framework, plan and teach assigned groups.
* Motivate and progress students’ learning by using clearly structured, interesting teaching and learning activities.
* Organise and manage appropriate learning environment and resources.
* Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
* Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
* Support the role of parents in students’ learning and contribute to/lead meetings with parents to provide constructive feedback on student progress/achievement etc.
* Administer and assess/mark tests and invigilate exams/tests.

**Support for the Curriculum*** Deliver learning activities to students within agreed system of supervision, adjusting activities according to student responses/needs.
* Deliver local and national learning strategies e.g. literacy, numeracy, KS3 and make effective use of opportunities provided by other learning activities to support the development of students’ skills.
* Use ICT effectively to support learning activities and develop students’ competence and independence in its use.
* Select and prepare resources necessary to lead learning activities, taking account of students’ interests and language and cultural backgrounds.
* Advise on appropriate deployment and use of specialist aid/resources/equipment.
* Determine the need for, prepare and use specialist equipment, plans and resources to support students
* Undertake other duties appropriate to the post that may reasonably be required from time to time including breakfast, lunchtime and after school enrichment and support sessions.

**Support for the School*** Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
* Participate in training and other learning activities as required.
* Recognise own strengths and areas of expertise and use these to advise and support others.
* Be responsible for the provision of out of school learning activities within guidelines established by the school.
* Support and guide other less experienced learning support assistants’ work in the science classroom when required and lead training for other learning support assistants.
* Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school.

**Responsibilities*** Play a full part in the life of the school community, supporting its distinctive ethos and encouraging students to follow this example.
* Actively promote school policies and procedures.
* Take responsibility for own continued professional development.
* Comply with the school’s Health & Safety policy undertaking risk assessments as appropriate.
* Attend meetings scheduled in the school calendar
* Adhere to the School’s Safeguarding Policy.

**Liaison*** Teaching and Support Staff
* Parents & Students
* External agencies

**Corporate & statutory initiatives – equalities/health & safety*** Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace
* Undertake training as required
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| Whilst every effort has been made to explain the main duties and accountabilities of the post, each individual task undertaken may not be identified.This Job Description is current at the date shown but following consultation with you, may be changed by Leadership to reflect or anticipate changes in the Job which are commensurate with the salary and Job Title.**The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The post holder will be subject to enhanced Disclosure and Barring Service (DBS) checks prior to commencing employment.**  |

Signed by Job Holder: ......................................................................... Date: ………………………..

Signed by Line Manager: .................................................................... Date: ………………………..

**Higher Level Teaching Assistant:**

**PERSON SPECIFICATION**

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|  Attributes | Essential | **Desirable** | Evidence |
| Education, Training and Qualifications | * Provide evidence of fulfilling the Higher Level Teaching Assistant standards and or ability and potential to fulfil them within the first 6 months of the role. http://www.education.gov.uk/schools/careers/traininganddevelopment/staff/b00202143/hlta
* Hold a degree
* Relevant qualifications that help demonstrate evidence towards the above
* Excellent numeracy/literacy skills – equivalent to at least NVQ Level 2 in English and Maths
* Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
* Training in relevant learning strategies e.g. literacy
 | * Experience of working with children with sensory impairment in schools
* Willingness to train further
* Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT
 | Application form and letter |
| Experience and Knowledge | * Understanding of principles of child development and learning processes and in particular, barriers to learning
* Ability to plan effective actions for students at risk of underachieving
* Understand range of support services/providers
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
* Shows a personal commitment to safeguarding and promoting the welfare and rights of young people.
* Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances
* Can demonstrate an ability to contribute towards a safe environment
* Excellent interpersonal skills both in working relationship with young students and in forming effective professional relationships with a wide range of contacts including parents and families
* Enthusiasm, drive and a love for the job
* Committed to high personal standards at all times
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
 | * Has a basic knowledge of how schools are organised and managed
* Specific understanding of the causes, nature and impact of childhood sensory loss
* Understanding of a range of strategies and approaches to address the implications of a sensory loss in an educational setting
* Adaption of ICT equipment to specific student needs
* Understanding of child development
* Full working knowledge of relevant polices/codes of practice/legislation
* Working knowledge of national curriculum and other relevant learning programmes
 | Application form, letter and reference |
| Self-Management Skills and Abilities | * Ability to use language and other communication skills that students can understand and relate to
* Ability to establish positive relationships with students and empathise with their needs
* Ability to demonstrate active listening skills
* Ability to consistently and effectively implement agreed behaviour management strategies
* Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students, encouraging the student to stay on task
* Ability to monitor students’ response to learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes
* Ability to carry out and report systematic observations of students’ knowledge, understanding and skills
* Ability to assist in the recording of lessons and assessment as required by the teacher
* Ability to offer feedback to students to reinforce self-esteem
* Ability to work effectively and supportively as a member of the school team
* Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equality etc.
* Ability to raise profile and awareness of sensory impairment in the learning environment
 | * Use of SIMS or equivalent
 | LetterReferencesInterview |
| Personal | * Calm disposition
* Willing to accept the demands and challenges of the post and respond in a flexible manner
* Excellent time-management and multi-tasking skills
* Ability to work under pressure and to tight deadlines
* Is committed, resilient, robust, resourceful, keen and enthusiastic
* Can demonstrate fairness, honesty, integrity and confidentiality in existing practice and conduct as a professional
* Can show positive commitment to organisational principles
* Committed to safeguarding and promoting the welfare of students and Ash manor School
 |  | ReferencesInterview |
| Safeguarding | **The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The post holder will be subject to enhanced Disclosure and Barring Service (DBS) checks prior to commencing employment.**  |