

Job Description



Job Title	Higher Level Teaching Assistant
School	SGS Create
Reporting to:	SENDCO
Post reference:	
Main Purpose of the role	
<p>To work alongside the SENDCO and teaching staff to manage the personalised education of SGS Create learners.</p> <p>To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To provide support for learners, the teacher and SGS Create in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of college life.</p>	
Key Tasks / responsibilities:	
<p>The specific duties of the HLTA will be determined by the Headteacher and/or SENDCO and will depend upon the needs of the learners. These duties will supplement those of ELSAs and LSAs in SGS Create.</p> <p>Monitoring and Assessment</p> <ul style="list-style-type: none"> • Under the guidance of the Headteacher/SENDCO, maintain and analyse records of students' progress. • Liaise with professional or specialist support staff involved in the student's education, include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists. • Evaluate students' progress and assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs. • Prepare reports of students' progress for end of year reports to parents and annual reviews of EHCPs. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Plan and prepare small class lessons • The role might involve covering lessons when staff are absent • Develop and prepare resources for intervention lessons in accordance with lesson plans and in response to student need. • Motivate and progress students' learning by using clearly structured, interesting teaching and learning activities. • Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom. • Use behaviour management strategies, in line with the college's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others. • In accordance with arrangements made by the Headteacher/SENDCO, progress students' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present. 	

- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on student progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Mentoring, Supervision and Development

- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work and aims of the college by attending relevant meetings and contributing to the development of policies and procedures within the college. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

- Understand and implement Safeguarding procedures and comply with legal responsibilities.
- Provide support and assistance for student's pastoral needs in conjunction with the Student Services Manager.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Supervise students at times other than during lessons according to the colleges duty arrangements.

Other Duties

- This job description is not an exhaustive list. The post holder may be required to undertake other duties commensurate with their role as directed by the Headteacher/SENCO
- An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Appraisal Policy

Role Dimensions

- Behaviour Management
- Individual and Group Sessions
- Collaboration and Consultation
- Assessment and Progress Monitoring
- Referral and Signposting
- Record Keeping and Documentation
- Academic Support
- Personal and Social Development
- Pastoral Care
- Student Monitoring
- Tutor Group Management
- Communication with all Stakeholders

Key Interfaces

- Students
- Parents of students (both existing and prospective)
- Professional or Specialist support staff
- Teaching Staff
- Headteacher
- SENDCO
- ELSAs
- LSAs
- Well-being & Safeguarding team

Supporting College Goals and Values – all roles

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the College as one that is committed to the highest standards of delivery and service
- Sharing the College's commitment to safeguarding and prioritising the welfare of learners, young people and vulnerable adults and demonstrating it in your day-to-day work.
- Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety

Measurable Performance Standards for this role

The responsibilities of the post are to be performed in accordance with:

- SGS Performance Appraisal Policy

Level of Disclosure and Barring (DBS) disclosure required

Enhanced with barred list checks

Author and Date

Kate Hartshorn Oct 2023

Job Evaluation (for HR Completion)

Score		Profile		Level	
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As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

Person Specification

HLTA SGS Create

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least level 2 of the National Vocational Qualifications framework	✓		Application
Degree in relevant subject		✓	Application
HLTA qualification – or commitment to achieve SEND qualification	✓		Application
Evidence of commitment to Continuing Professional Development	✓		Application
Further qualifications related to special educational needs		✓	Application
Mentoring and/or teaching assistant qualifications, or a willingness to work towards.		✓	Application
Experience and knowledge			
Prior experience working with children or in an educational setting.	✓		Application/Interview
Experience of supporting pupils with SEND	✓		Application/Interview
Experience of delivering English and/or Maths to groups or whole class	✓		Application/Interview
Experience of working to class teachers plans and working with a range of assessment tools.	✓		Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of pupils	✓		Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of pupils with SEND/SEMH	✓		Application/Interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview
Behaviour Management: Experience or knowledge of behaviour management techniques	✓		
Experience of working alongside external providers/outside agencies within a school/college environment		✓	Application/Interview
Skills and abilities			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for pupils, young people and families	✓		Application/Interview
Able to relate and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire, motivate and support pupils, parents and staff	✓		Application/Interview

Criteria	Essential	Desirable	Assessed by
Able to build and develop teams capable of achieving excellence in goals and objectives	✓		Application/Interview
Excellent written and communication skills	✓		Application/Interview
Well-developed IT skills	✓		Application/Interview
High level of organisational and planning skills	✓		Application/Interview
Flexible in adapting to the teaching approaches used in SGS Create	✓		Application/Interview
Able to work effectively with staff colleagues, Governors and Trustees	✓		Application/Interview
Essential attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	✓		Application/Interview
Influencing skills: The ability to persuade others	✓		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	✓		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	✓		Application/Interview
Circumstances of role			
A willingness to support out of hours activities i.e. Open Events, field trips etc.	✓		Application/Interview