



Job Description

Post:	Higher Level Teaching Assistant – Nurture and Therapeutic Interventions
Accountable to:	SENCO
Salary:	JE4 £20,247 - £22,771 pro-rata per annum (Pro-rata'd to Term Time Only)
Working Pattern:	35 hours a week, 39 weeks per year
Location:	City of London Academy Southwark
Disclosure level:	Enhanced
Responsible for:	N/A

Main Purpose

To complement the work of the SENCO and teachers by taking responsibility for planning, preparing and delivering agreed teaching and learning activities, monitoring pupil's achievement, progress and development and undertaking the management of other teaching assistants to substantially contribute and support the emotional and educational needs of pupils at the Academy.

Key Accountabilities

Support for Pupils:

- To plan, assess and deliver learning activities to individuals and groups or whole classes using detailed knowledge and specialist skills to support learning of pupils with behavioural, emotional and special educational needs.
- To lead the Nurture provision
- To lead Therapeutic Interventions such as Art Therapy
- Establish productive working relationships with pupils, acting as a role model and setting high expectations of achievement and a commitment to raising education standards
- Promote the inclusion and acceptance of all pupils within the classroom, encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to encourage the learning of pupils, recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement
- Support pupils consistently whilst recognising and responding to their individual needs.
- To support work programmes and interventions with individuals or groups in or out of the classroom

Support for the Teacher:

- Organise and manage appropriate learning environment and resources.
- To assess, record and report objectively on the development, progress and attainment of pupils, ensuring the availability of appropriate evidence, including communicating and consulting with the parents of pupils
- To attend planning and preparation meetings as required.
- To assist teachers in supporting classes and devising strategies which encourage the learning of students with behavioural, emotional and educational needs

- To support in co-ordinating the provision of SEN and in the Inclusion Centre in liaison with the SENCO
- To assist in implementing the Code of Practice, including helping to identify and follow up students with SEN, BESD through process of assessment
- To help develop and oversee behavioural programmes for individual students including SEAL.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- To supervise the lessons for absent colleagues and to deliver cover work

Support for the Curriculum:

- To liaise and communicate with teaching staff regarding learning programmes for student to ensure pupils needs are met and difficulties are identified and overcome
- Actively seek information and utilise the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.

Support for the School:

- To work collaboratively with colleagues as part of a professional team, to promote positive values, attitudes and behaviour for learning to improve learning capacity of all pupils
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Deliver out of school learning activities within Academy guidelines, including carrying out risk assessment in line with school procedures for trips and clubs
- Attend and participate in regular meetings.

Motivating and Managing Staff:

- To line manage a team ensuring an effective and efficient service to the Academy by delivering training, managing performance and modelling effective behaviour
- To ensure effective liaison between managers, teaching and support staff and hold regular team meetings with managed staff
- To undertake recruitment, induction, appraisal, training and mentoring of managed staff

Other

- To undertake such other duties as reasonably correspond to the general character of the post and commensurate with roles of this level within the Academy

Statutory

- To work within a framework of best practise governed by the relevant occupational standards to support excellence in teaching and learning
- To promote the safety and wellbeing of students, ensuring that the school's Child Protection and Safeguarding policies and procedures are promoted within the school
- To be responsible for your own health and safety and that of students and your colleagues, in accordance with the Health and Safety at Work Act 1974 and relevant EC directives
- To adhere to the Academy's Equality policy in all activities, and actively promote equality of opportunity

Safeguarding Children

COLAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

The City of London Academies Trust, sponsored by the City of London Corporation, aims to provide high-quality education for students and pioneer educational innovation. We are driven by the ambition to provide world-class experiences and deliver exceptional educational outcomes for the young people we serve.

All City of London schools and academies draw upon the traditions, institutions, heritage and historical successes of London to furnish each of their diverse communities with life-transforming learning experiences. In doing so, we believe that the young people we serve develop into successful, compassionate young adults, who make a positive contribution to their local, national and global communities.

Our schools are characterised by a common understanding of what makes outstanding schools, based on five key principles which are known as our 'Foundations of Excellence'.

Our Staff

Our staff have high expectations, are consistent and driven to provide the best teaching and opportunities for our students. Teachers work in a well-disciplined environment where they are able to teach creative and engaging lessons, and all staff are given exciting opportunities to develop and learn from exceptional practitioners.

	Essential	Desirable
Qualifications		
Higher Level Teaching Assistant status or equivalent qualification	Y	
Experience, Skills, Knowledge and Personal Qualities		
Previous experience of support of disaffected and SEN students	Y	
Experience in Nurture Provision	Y	
Experience in delivering Therapeutic Provisions	Y	
Evidence of administrative experience in a faculty/department	Y	
Working with students having a range of special educational needs	Y	
Experience of working with the SEN CODE OF PRACTICE	Y	
Training in relevant learning strategies e.g. literacy	Y	
Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.	Y	
Full working knowledge of relevant policies/codes of practice/legislation	Y	
Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies	Y	
Good understanding of child development and learning processes	Y	
Understanding of the statutory frameworks relating to teaching	Y	
Can use ICT effectively to support learning.	Y	
Ability to organise, lead and motivate a team	Y	
Constantly improve own practice/knowledge through self-evaluation and learning from others.	Y	
Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these	Y	

Display commitment to the protection and safeguarding of children and young people	Y	
Ability to listen, empathise and be a sensitive mediator and advocate on behalf of mentored pupils	Y	
Excellent communication skills	Y	
Other		
Commitment to safeguarding and promoting the welfare of children and young people	Y	
Willingness to undergo appropriate checks, including enhanced DBS Checks	Y	
Motivation to work with children and young people	Y	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	Y	