



## **HAWKLEY HALL HIGH SCHOOL** **JOB DESCRIPTION**

### **1. INTRODUCTION**

**1.1 NAME OF POSTHOLDER:**

**1.2 JOB TITLE:** Advanced Level Teaching Assistant: Behaviour/Internal Exclusion Support

**1.3 JOB PURPOSE:** Under the reasonable direction of the Headteacher, carry out the professional duties in line with the job profile and in particular to provide strategic understanding of the barriers to engagement for a diverse caseload of young people. The postholder, with the Assistant Headteacher and Head of Inclusion will support internally excluded students to improve behaviour through intervention and by coordinating appropriate provision.

Support the aims and objectives of the Academy and The Rowan Learning Trust (RLT)

**1.4 Line Management:** Reporting to the Engagement Co-ordinator and Deputy Head of Inclusion Faculty

**1.5 Liaising With:** Headteacher, senior leadership team, relevant teaching and support staff, relevant external agencies and parents.

**1.6 Salary Scale:** Grade 4 scale point 14 to 19 £16,822 - £19,008 Pro rata based on 37 hours  
Actual pro rata salary £11,747 point 14 – £13,591 point 19

**1.7 Working Time:** 30 hours per week term time plus two weeks,  
Between 8.30am and 4.30pm

**1.8 DBS Disclosure Level:** Enhanced

**Dated** December 2017

## ADVANCED LEVEL TEACHING ASSISTANT

### GENERAL DESCRIPTION OF POST

- ALTAs are appointed in an extended role to work as part of a team of teaching assistants and other professionals, under the general direction of the Head of Inclusion.
- The ALTA will liaise closely with the Head of Inclusion, student engagement coordinator, SLT and HoDs to identify students at risk of disengaging and not achieving to their full potential and to implement early intervention programmes where necessary. The ALTA will deliver support to students to ensure they achieve/exceed their expected grades.
- All student activities will be logged and assessed. You will be expected to monitor and evaluate your work against expected outcomes.
- To oversee, monitor and mentor those students that have been identified as becoming disengaged.

### MAIN RESPONSIBILITIES

- Supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical and emotional development, social, behaviour and educational needs.
- Undertake those activities necessary to meet physical and emotional needs of individuals and groups of children, including students with educational, physical or emotional special needs or behavioural needs.
- Coordinate effectively the running of a specified area of inclusion.
- Monitor individual student's problems, progress, achievements and condition and report these to the designated co-ordinator as appropriate.
- Actively engage in the pre-determined educational activities and work programmes at a basic level to assist in personal and individual development of individuals or groups of students.
- Attend relevant training within a continuous professional development programme.
- Contribute to a wide range of teaching and learning activities.
- Assist and support the work of qualified teachers and agencies with individual students and small groups.
- Liaise sensitively and effectively with parents and carers with regard to their role in student engagement.
- Guide and deliver training to Teaching Assistants, offering advice and sharing good practice.
- Be able to take responsibility, plan and monitor activities for other Teaching Assistants under direction of Head of Faculty.

### SUPPORT FOR THE CURRICULUM

- Deliver structured and agreed learning activities/teaching programmes, adjusting activities according to student responses
- Deliver programmes linked to local and national strategies, for example, literacy, numeracy and early years, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use those resources required to meet the relevant learning activity and assist students in their use
- Deliver social, emotional aspects of learning and further PSHE topics

### SUPPORT FOR THE SCHOOL

- Be aware of and comply with 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
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as may be reasonably directed
- Participate in training, other learning activities and performance management as may be reasonably directed
- Assist with the supervision of students out of lesson times, including before and after school as may be reasonably directed
- Accompany teaching staff and students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.
- Be a designated first aider.

## SIGNATURES

The school will make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed .....  
(Support Staff)

Signed .....  
(Headteacher)

Dated .....  
(Support Staff)

Dated .....  
(Headteacher)

**HAWKLEY HALL HIGH SCHOOL**  
**ADVANCED LEVEL TEACHING ASSISTANT**  
**PERSON SPECIFICATION**

<b>EXPERIENCE AND KNOWLEDGE</b>	<b>Essential/Desirable</b>	<b>Application/Interview/Group Exercise/References</b>
Have knowledge of the development of children and their needs, in particular adolescents	<b>E</b>	<b>A/I</b>
An understanding and depth of knowledge of the many factors that contribute to emotional and social development and mental health issues.	<b>E</b>	<b>A/I</b>
An understanding of the importance of collaborative approaches in and beyond school.	<b>D</b>	<b>A/I</b>
Underlying causes of negative behaviours and poor attendance and the effect it has on learning.	<b>D</b>	<b>I</b>
Have sufficient understanding of their specialist area to support students learning.	<b>E</b>	<b>I/A/G</b>
Be familiar with age related expectations of students, the main teaching methods and assessment framework in the relevant subjects/specialisms/age groups.	<b>D</b>	<b>I/G</b>
An ability to identify existing underlying causes for behavioural issues within school and in the community and potential barriers to learning.	<b>E</b>	<b>A/I</b>
A good knowledge of strategies, approaches and tools to promote engagement of students with additional educational needs.	<b>E</b>	<b>A/I/G</b>

<b>SKILLS AND ATTRIBUTES</b>	<b>Essential/Desirable</b>	<b>Application/Interview/Group Exercise/References</b>
Good Organisational skills	<b>E</b>	<b>A/G/R</b>
Have the confidence to provide constructive feedback regarding Teaching Assistant performance	<b>D</b>	<b>I</b>
An ability to identify existing and potential barriers to learning.	<b>E</b>	<b>A/I</b>
Have a good time keeping and attendance record.	<b>E</b>	<b>A/R</b>
An ability to work on own initiative.	<b>E</b>	<b>A/I/G/R</b>

<b>QUALIFICATIONS AND TRAINING</b>	<b>Essential/Desirable</b>	<b>Application/Interview/Group Exercise/References</b>
Recognised level 3 qualification or ability to demonstrate high level of experience	<b>E</b>	<b>A/I</b>
Level 1 Safeguarding	<b>D</b>	<b>A/I</b>
Willingness to continue and review their own CPD	<b>E</b>	<b>A/I</b>