

### Job description

<b>Job title</b>	HLTA - Higher Level Teaching Assistant (Level 4)	<b>Grade</b>	LBR 6 18-20
<b>School</b>	Wanstead High School		
<b>Reports to</b>	SENDCO		
<b>Responsible for</b>	Allocation and checking of work for up to five Levels 1–3 Teaching Assistants		
<b>Hours</b>	36 hours per week, Term Time only + 5 days Inset		
<b>Purpose of job</b>			
<p>To undertake the tasks, duties and responsibilities as directed by the SENDCO/Deputy SENDCO, specifically supporting, and/or being a keyworker for, pupils in a particular year group with SEND and the management of other teaching assistants including allocation and monitoring of work, performance management and training, as well as any other duties as an HLTA. The HLTA role will also include a higher level of responsibility for organising and delivering intervention classes or small groups on a regular basis as appropriate or determined by the need of the cohort. The HLTA will need to be the school's representative at certain meetings or reviews, including Annual Reviews. There may be other tasks or responsibilities that the SENDCO deems to be appropriate. Occasionally, an HLTA may need to cover a whole class in certain circumstances but would not be the norm.</p>			
<b>Main duties and responsibilities</b>			
<p><b>Allocated Intervention type:</b></p> <ul style="list-style-type: none"> <li>● Use subject specific specialist skills, training and/or experience to support pupils to improve literacy/ numeracy/ SALT/ exam skills/ exam access/ Social skills/ or other as required.</li> <li>● Manage, plan and deliver group and individual and/or group interventions using appropriate resources.</li> <li>● Track pupil progress and analyse impact of intervention and report to stakeholders as necessary.</li> <li>● Ensure targeted pupils are able to access these intervention programmes and are allocated according to need.</li> <li>● Keep updated records of pupil progress and report on pupil progress in line with school systems.</li> <li>● Liaise with teaching staff, heads of department regarding pupils' needs.</li> <li>● Attend internal and external meetings that relate to pupils accessing support.</li> <li>● Support pupils consistently, whilst recognising and responding to their individual needs</li> <li>● Assist with the development, reviews and implementation of EHCPs, or pupil profiles for allocated year group</li> </ul> <p><b>Support for Pupils:</b></p> <ul style="list-style-type: none"> <li>● Develop relationships with parents and enable them to support their child's SEND needs through Parent's Workshops, Evenings, etc.</li> <li>● Liaise sensitively and effectively with parents/carers, and participate in feedback sessions/meetings with parents with, or as directed.</li> <li>● Work with the SENDCO to ensure SEND pupils have a smooth transition between each key stage.</li> <li>● Act as a key-worker for specified pupils in a particular year group.</li> <li>● Monitor the progress of the pupils with SEND and identify gaps for intervention, providing feedback in relation to progress and achievement to relevant people around the pupil.</li> </ul>			



- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Attend internal and external meetings regarding pupils with SEND accessing support.
- Contribute to the quality assurance processes for the SEN Department, including monitoring logs
- Review SEND provision for each pupil on the SEND register on a termly basis, involving parents in this process.

**Support for the Curriculum:**

- Support the SENDCO with ensuring special arrangements for exams are in place.
- Liaise with relevant external agencies and other schools to ensure best practice for targeted pupils.
- Support the use of IT in learning activities and develop pupils' competence and independence in its use.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

**Support for the Teacher:**

- Work with the teacher in lesson planning, evaluating and differentiating lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against predetermined targets and outcomes.
- Provide objective and accurate feedback and reports, as required, to the teacher on pupil achievement, progress and other matters, ensuring collation of relevant evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews systems and records as necessary.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Meet with teaching/department meetings, as part of the quality assurance schedule to ensure best practice.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc., and support with online learning.
- Provide whole class cover, if necessary in specific and exceptional circumstances

**Support for the School:**

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support pupil progress and achievement.
- Attend and participate in relevant meetings as required for the allocated year group
- Participate in training, other learning activities and performance development as required.
- Provide appropriate guidance and supervision and assist in training and development of staff as appropriate.
- Supervise pupils on out of hours clubs, visits, trips and both internal and external school activities as required.

**Line Management responsibilities (where appropriate):**

- Line manage other teaching assistants
- Undertake the appraisal process for teaching assistants



- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants
- Manage the daily timetable for the TAs in the allocated year group

**The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service.**

Name of post holder:

Date:

Signature:

**Person specification - HLTA - Higher Level Teaching Assistant (Level 4)**

Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>● GCSE Maths and English, minimum grade C, or equivalent</li> <li>● Evidence of recent professional development</li> <li>● HLTA qualification (Level 4) or willingness to complete further training</li> </ul>	<ul style="list-style-type: none"> <li>● First Aid Qualification/ training</li> <li>● A degree in relevant subject</li> <li>● Level 4 HLTA Qualification</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>● Relevant, recent experience in a secondary school</li> <li>● Evidence of working with pupils with a variety of special educational needs</li> <li>● Experience of working successfully as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working with parents/carers and other agencies</li> <li>● Experience in line management or coaching others</li> <li>● Experience in delivering a structured or evidence informed intervention e.g Catch up Numeracy, Zones of Regulation</li> </ul>
<b>Skills, Knowledge and Understanding</b>	
<ul style="list-style-type: none"> <li>● Sound understanding of quality teaching, responsive teaching, planning and assessment for learning</li> <li>● Understanding of strategies to ensure inclusion, access and diversity</li> <li>● Clear and comprehensive record keeping</li> <li>● Awareness of the range of strategies to address differing needs in a mixed ability classroom</li> <li>● Understanding of target setting and action plans</li> <li>● IT skills and ability to use it effectively in teaching and data entry/record keeping</li> </ul>	<ul style="list-style-type: none"> <li>● Awareness of developments in the National Curriculum and other statutory requirements at KS3-KS5</li> <li>● Knowledge of SEND Code of Practice and statutory requirements</li> <li>● Knowledge and understanding of assistive technologies e.g. immersive reader, CENMAC</li> </ul>
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>● Excellent verbal and written communication skills</li> <li>● Ability to inspire, challenge and motivate</li> <li>● Ability to maintain professional integrity, even when under pressure</li> <li>● Flexibility and resilience</li> <li>● Ability to prioritise and manage time effectively</li> <li>● Emotional intelligence</li> <li>● Reliability, honesty and trustworthiness, demonstrating highest professional standards</li> <li>● Commitment to ongoing professional and personal development</li> </ul>	<ul style="list-style-type: none"> <li>● Ability to identify own targets and areas for professional development</li> </ul>