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| CS000497 - Abbeywood Logo (2) |  |  |

**HIGHER LEVEL TEACHING ASSISTANT**

**Job Description:**

**Post Title**: Higher Level Teaching Assistant – SEN Practitioner (Level 4)

**Accountable to:** Executive Headteacher

**Reporting to:** Assistant Head responsible for Access & Inclusion and/or Head of School.

**Responsible for:** Support for pupils with Special Educational and Emotional Needs.

**Core Purpose of the Post:**

* Responsible for the management and development of a specialist area within the school, which could include addressing the needs of pupil who need particular help to overcome barriers of learning. In particular, those with high level needs.
* Responsible for the management of First Aid and keeping policies up-to-date.

**The HLTA SEN Practitioner will:**

* Meet all the Higher Level Teaching Assistant standards (Appendix II of Guidance for School’s Higher Level Teaching Assistants);
* Support identified pupils with special educational needs through the planning and delivery of 1:1 or group programmes, or supporting in class where appropriate;
* Co-ordinate their caseload with the Assistant Head responsible for Access & Inclusion Manager within the school’s wider support team and contribute to the writing of the school’s Provision Map;
* Liaise with school staff regarding the interventions and support in place for identified pupils;
* Prepare and complete referral paperwork, under the guidance of the Assistant Head responsible for Access & Inclusion to access support from external agencies and to signpost parents/carers to other sources of support;
* Plan, prepare and deliver lessons and assess, record and report on development, progress and attainment;
* Work independently with individuals and groups of pupils;
* On occasion, work independently with whole classes of pupils in the short-term absence of teacher to deliver the learning that has been planned, should the need arise;
* Contribute to the overall ethos, work and aims of the school

**Specific Duties:**

* Use detailed knowledge and specialist skills to support children with SEND;
* Working closely with SENCO and Access and Inclusion Manager in identifying and referring children appropriately to SALT and other services as appropriate, and liaising with class teachers as appropriate;
* Drawing up a termly timetable according to SEND Practitioner Guidelines;
* Sourcing equipment and resources;
* Providing evidence for Statutory assessment of SEND;
* Planning, delivering and assessing SEND programmes according to outside professionals’ assessment reports;
* For children on SEND register, setting interim targets devising and delivering early intervention programmes;
* Writing reports and feedback, identifying next steps for SENCO (as appropriate);
* Advising on suitable SEND targets for IPPs;
* Preparing for and attending half termly Pupil progress meetings as required;
* Preparing for and attending Annual Reviews for EHCP pupils as appropriate;
* Working with other members of the inclusion team;
* Liaising with SALT, LST, CCD and EP services as required;
* Sharing knowledge and modelling to Teaching Assistants and class teachers so they can administer programmes for SEND pupils;
* Where daily intervention is needed for a DSEN pupil, SEN Practitioner to assist TA to develop timetable and suggest resources;
* Working closely with relevant outside agencies (e.g., EPs, SALT, OTs), observing assessments and sessions as appropriate;
* Sharing knowledge and working in partnership with parents as appropriate.
* Use detailed knowledge and specialist skills to support children with SEND;
* Establish productive working relationships with pupils, acting as role model and setting high expectations;
* Communicate with parents/carers regularly regarding pupils’ behaviour and academic progress and report to the Assistant Head responsible for Access & Inclusion;
* Develop understanding of the special educational needs of pupils and liaise with the Assistant Head responsible for Access & Inclusion, SEND Team and class teachers to ensure they have appropriate access to the lessons and relevant resources;
* Promote the inclusion and acceptance of all pupils within the classroom;
* Support pupils consistently whilst recognising and responding to their individual needs;
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities;

**Teaching and Learning:**

* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs;
* Actively seek information regarding individuals to provide support for pupils to broaden and enrich their learning;
* Determine the need for, prepare and use specialist equipment, plans and resources to support pupils;
* Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs;
* Assist in the preparation of lesson materials and planned activities, including one-to-one session to meet the needs of SEND pupils where agreed by the Head of School and Assistant Head responsible for Access & Inclusion;
* Produce lesson plans, evaluations of intervention for SEND pupils, etc.
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Where appropriate, deliver out of school learning activities within guidelines established by the school;
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class;
* Take responsibility for the development and monitoring of the curriculum provision for identified pupils, liaising appropriately with subject co-ordinators, class teachers, Phase leaders and report to the Assistant Head;
* Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of skills;
* Support the use of IT in learning activities and develop pupils’ competence in its use;
* Challenge and motivate pupils, promote and reinforce self-esteem;
* Promote independence and employ strategies to recognise and reward achievement of self-reliance;

**Professional Knowledge and Understanding:**

* Be aware of and support difference 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 achievement and progress of pupils;
* Attend and participate in regular meetings;
* Participate in training and other learning activities as required;
* Recognise own strengths and areas of expertise and use these to advise and support others;
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class;
* Attend and participate in relevant meetings both during and after the school day as required;
* To continuously develop your own role, taking responsibility for identifying and addressing training and development needs;
* To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives;
* Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting, reporting all concerns to an appropriate person;
* Be aware of, and support difference and ensure all pupils have equal access to opportunities.

**Leading and Managing Staff**

* Liaise between managers/teaching staff and teaching assistants;
* Hold team meetings where appropriate;
* Represent teaching assistants at teaching staff/management/other appropriate meetings;

**Assessment and Reporting:**

* Record progress and achievement in lessons/activities systematically and provide evidence or range and level of progress and attainment;
* Provide objective and accurate feedback and reports to external agencies and teachers on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
* Be responsible for keeping and updating records in consultation with the Assistant Head responsible for Access & Inclusion, contributing to reviews of systems and records;
* Regularly report progress against targets for identified pupils to SLT and governors

**NOTES:**

* The Local Academy Governing Board and Redditch RSA Academies Trust reserves the right to alter the content of this job description, after consultation, to reflect the changes to the job or services provided, without altering the general character or level of responsibility. It may be amended at the request of the Head or post holder but only after full consultation with the post holder.
* The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Redditch RSA Academies Trust’s Equal Opportunities Policy.

Signed:……………………………………………………..

 Executive Head Teacher

Signed:……………………………………………………

 Post Holder

Date:………………………………………………………