

JOB DESCRIPTION

Higher Level Teaching Assistant - initially based in our ARP

POSITION TITLE Higher Level Teaching Assistant	
GRADE: NJC Scale 6, TTO	SECTION: Inclusion Department (primarily based in our ARP)
REPORTS TO: Head of ARP	

INTRODUCTION

A High Level Teaching Assistant will drive outstanding provision primarily in the ARP but also across the school by developing a range of strategies for supporting students to learn in and outside the classroom. He or she will support teachers to deliver excellent lessons, and will teach, coach and mentor individual students and groups. He or she will supervise cover in the absence of teaching staff.

Supporting students with barriers to learning to become successful independent learners will be at the heart of the role. The higher level teaching and learning assistants will challenge young people to succeed, and give them the confidence to overcome any barriers to success.

HLTAs will develop as specialist providers for students with Special Educational Needs, and support other colleagues in their understanding of the needs of individual students, working closely with other colleagues across the school.

The following are the main responsibilities of the post:

1. Inclusion, SEND, ARP, and safeguarding

- To ensure adherence to all procedures for safeguarding children.
- To build positive, trusting relationships with all students within the Inclusion Department.
- To work in the mainstream if directed to.
- To support students before and after school, and during lunch and break times.
- To carry out school duties as required, for example lunchtime supervision and breakfast club.
- To encourage positive friendship patterns for all students and support social interaction and social understanding for students with SEND.
- To support students in physical activities (PE, Drama etc) as required.
- To provide personal care and assistance for students who require such support, including those with special educational needs, autism, or medical needs. This may include personal hygiene.

- To support students during times of crisis, implementing effective calming strategies.
- To manage challenging behaviour safely and effectively.
- To understand and support students' communication needs – using visuals where necessary.
- To organise appropriate lunchtime activities for students.

- To establish and maintain effective working relationships with teachers, and other staff in the school.
- To write and assist with EHCPs, intervention programmes, Individual Education Plans (IEPs), Pupil Profiles, Behaviour Intervention Plans (BIPs), Annual Reviews, work programmes, schedules and observations and records on students.
- To contribute to planning and assessment records where appropriate.
- To support students during co-curricular activities, including residential trips where appropriate.
- To run a range of intervention activities as agreed with the relevant professionals.
- To communicate information about students' personal and educational needs to other staff and model effective strategies for supporting a student with as appropriate.
- To be sensitive to the confidential information that is passed on in the course of the day, and pass on any concerns in accordance with the Child Protection Policy and guidelines in place in the school.
- To be in regular and ongoing contact with the parent or carer of the young person, forming a trusting relationship with them, listening to their needs and finding ways to support them through the young person's learning plan.
- To attend faculty meetings as directed by line manager.
- As far as possible, to secure a safe working environment for staff and students.
- To carry out whole school duties each day including: on and around the school gate at the start and end of the school day; in allocated locations at break and lunchtimes, including in the school canteen; on corridors throughout the school between lessons.
- To support school enrichment activities including leading co-curricular activities and clubs before and after school and at lunch time.
- To be the key worker for particular students as allocated by the Inclusion or Pastoral team.
- To support with supervision of detentions, the reflection room or the internal exclusion room as required.
- To support with the internal cover room if required.
- To work with outside agencies as appropriate, representing the school in a professional and positive light.
- To act as a behavioural role model to staff and students.

2. Provision of cover

- To supervise classes in the short-term absence of the usual teacher.
- To set and explain curriculum work.

- To ensure that students understand the work set, and to support all students to make progress.
- To work effectively with other adults in the classroom.
- To collect completed work, and return it to the appropriate teacher.
- To manage the behaviour of the students, and to follow the school's procedures for ensuring a positive ethos and good behaviour for learning.
- To report back to class teachers.
- To take registers and tutor periods in the event of teacher absence and undertake form tutor responsibilities as required.
- To be aware of the needs of individual students, and to ensure that all students are included and heard.
- To support the development of an inclusive educational ethos at Haverstock School.

3. Teaching and Learning

- To support students to make good progress and overcome barriers to learning.
- To motivate and support students to remain on task and complete work in a focused, independent way, providing visual support where necessary.
- To help students with their organisational skills with regard to timetable, books, planner, homework and using the school facilities.
- To ensure that students with medical needs receive the required support to enable excellent progress.
- To assist the teacher in the preparation of classroom resources and equipment for use by students.
- To provide literacy and numeracy teaching for students, and to help them to make progress in this area.
- To ensure that equipment or materials are suitable for the learning activities and prepare, design and adapt other materials where necessary.
- To assist the teacher in the planning and delivery of class activities.
- To work with individuals and small groups on specific activities under the guidance of the teacher and/or other lead person.
- To contribute to the development of appropriate resources and curricula for nurture, SEMH, SALT, and OT intervention.
- To provide support as required for faculties outside the allocated Faculty or department in the school.
- To contribute to building effective in-class support through a coherent programme of CPD, observations (peer and monitoring) and coaching.
- To provide personal and academic mentoring for students.
- To support students with GCSE and A Level preparation and revision strategies.
- To support students to become effective independent learners, including supporting them by providing a supportive context for completing homework.
- To challenge young people to succeed.

- To track student progress, and report to relevant colleagues on student progress.
- To set up and run literacy, numeracy, functional skills or other programmes for students, dependent on the skills and experience of the postholder.
- To support the creation and delivery of an appropriate transition between each year group and a more rigorous, intensive one for those transitioning between each key stage.

4. General

- To take responsibility for own personal and professional development, and show aptitude to develop further within and beyond this role.
- To be a first aider, undertake the necessary training and carry out first aid duties as required, if agreed to with the school.
- To be a fire marshal, undertake the necessary training and carry out the fire marshal role during planned and unplanned evacuations.
- To undertake some invigilation duties during the examination periods, if required.
- Under the direction of a teacher, to read for and scribe for an individual student when sitting tests and examinations, as appropriate.
- To support the provision of appropriate access arrangements for examinations.
- The post holder will work 35 hours per week spread equally across five days during term time, including INSET days, with standard hours of 7.30am-3.30pm, 8.00am-4.00pm, or 8.30am-4.30pm (dependent on before and after school responsibilities) with an hour for lunch. The post holder will need to be able to work flexibly, as she/he will be required to attend some parents' evenings.
- The post holder is required to hold an enhanced DBS disclosure. Much of the post holder's work is of a confidential nature, demanding a suitable level of security including, for example, a clear desk policy.
- The post holder is expected to adhere to all school policies and procedures, with particular regard to safeguarding and equal opportunities.
- The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom s/he comes into contact will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to his/her Line Manager or the School's Child Protection Officer.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head of School.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

The postholder must demonstrate a flexible approach in the delivery of work. Consequently the postholder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ Date _____
Postholder

Signed _____ Date _____
Head of School

Person Specification

Higher Level Teaching and Learning Assistant

Education, Qualifications & Experience	<ol style="list-style-type: none">1. GCSE/ O Level 5A*-C minimum including English Language and mathematics2. Evidence of continued educational endeavour, e.g. degree, A levels, vocational qualifications.3. Excellent skills in literacy, numeracy and ICT.4. Highly developed organisational skills.5. Experience of working in primary or secondary school environment, or similar.6. Experience of working in a team.7. Training in aspects of learning and additional educational needs, or a willingness to undertake training.8. Experience of communicating with people from different backgrounds, including young people aged 11-18.9. Experience of working with young people with special educational needs, autism or medical needs.
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<p>Knowledge, Skills & Understanding</p>	<ol style="list-style-type: none"> 1. Knowledge of teaching and learning strategies, and willingness to undertake training in this regard. 2. Understanding of student progress targets. 3. Knowledge of how students learn, and of strategies for supporting students who are failing to make good progress. 4. Knowledge of secondary school curriculum. 5. Understanding of the roles that numeracy and literacy plays in supporting all young people to succeed. 6. Understanding of the role of healthy eating and healthy lifestyles in supporting young people to succeed. 7. Understanding of the role played by family members and other adults in ensuring that young people succeed. 8. Knowledge of special educational needs. 9. Ability to stay calm and objective when presented with unusual or challenging behavior.
<p>Professional Expertise</p>	<ol style="list-style-type: none"> 1. Develops excellent relationships with students. 2. Ability to be a role model for young people. 3. Ability to communicate effectively with staff, parents and students, and to work as part of a team.
<p>Monitoring, Evaluation & Review and Accountability</p>	<ol style="list-style-type: none"> 1. Ability to keep written records and accurate files on student progress and development. 2. Ability to provide written and oral reports to relevant meetings, including SLT. 3. Willingness to undertake training to develop in role.

	<p>4. Willingness to accept advice from school leaders.</p>
<p>Other Professional Requirements</p>	<ol style="list-style-type: none">1. A willingness to initiate and participate in both co-curricular activities.2. Has the ability to work with parents, external agencies and the wider community.3. Determination to promote a culture that celebrates success.4. Ability to lead by example, setting high standards of punctuality, dress and conduct.5. Clarity of thought and vision with proven ability to finish a task.6. Positive, team based approach to school improvement, with a 'can-do' attitude to making Haverstock School an 'outstanding' school.7. Desire and aptitude to develop professionally beyond this post.