

Job Description: Higher Level Teaching Assistant

Salary/Grade: Hay 6 (points 9 - 19)

Hours per week: 36

Weeks per Year: 39

Reporting to: Communications and Interaction Lead

Purpose of the job

The role of the Higher Level Teaching Assistant, will ensure the planning and delivery of structured and graduated intervention support to individual and/or small groups of students that ensures strong and acceptable emotional and literacy skills are exhibited, taught and developed.

Responsible for

- Providing specialist HLTA support for a named area of the SEND provision and ensuring the targeted progression of identified students through specific intervention support in line with SENCo expectations
- Monitoring and evaluating pupil responses to focused intervention programmes through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports to the Communications and Interaction Lead, SENCo, LSD Department and SLT as necessary
- Working to support the delivery of individual programmes devised by other professionals e.g. Speech and language therapist as necessary for individuals or groups
- Developing and maintaining the necessary resources and activities that deliver a range of targeted interventions appropriate to identified student need
- Accurate record keeping, monitoring and evaluation of all interventions through agreed paper-based and electronic methods, communicating to parents and other stakeholders upon request, where necessary

Job Specification

- To be responsible for the continued development of a specialist named area of the SEND provision within the school that effectively supports the needs of specific students that have been referred and targeted for specific work
- To complement the professional work of teachers and relevant outside services (such as Speech and Language Therapy, Educational Psychologist) by taking responsibility for learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individual pupils, and/or groups as well as monitoring, assessment, recording and reporting on pupils' achievement, progress and development.
- To support the SENCO to ensure that interventions are consistently delivered to identified students - especially those that have an identified requirement as per their Education Health and Care Plans, whilst recognising and responding to individual needs as they arise

- Within an agreed system of supervision, plan and deliver appropriate and stimulating activities designed to support the development of students so that they are able to interact and work co-operatively with others and engage in activities and prepare them with productive and fulfilling life skills
- In liaison with the SENCo, and other relevant professionals, ensure the existing schemes of work support the structured delivery of planned interventions, and/or develop and deliver an appropriate and effective curriculum to improve the skills and knowledge of targeted students
- Promote the inclusion and acceptance of all pupils within the classroom by being aware of, supporting and celebrating the differences within the student cohorts to ensure all pupils have equal access to opportunities to learn and develop skills for later life
- Promote independence and deploy strategies to recognise and reward the achievement of self-reliance amongst the identified student cohort
- Organise, categorise and manage an appropriate learning environment and resources, preparing where necessary to lead learning activities, taking account of pupils' interests, language and communication needs and cultural backgrounds
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives by recording progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment, sharing where appropriate with relevant stakeholders to provide feedback to pupils, staff and parents in relation to progress and achievement
- Provide objective and accurate feedback and reports, as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence whilst developing and implementing appropriate student targets together with named staff or outside professionals
- Establish productive working relationships with students, acting as a role model and setting high expectations at all times of self and others
- Support the role of parents in student learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress and achievement etc.
- Establish constructive relationships and communication with other agencies/professionals, in liaison with teaching staff, to support achievement and progress of pupils to create a full multi-agency approach
- Work within the school's Discipline Policy to anticipate and manage behaviour constructively, promoting self-control and independence amongst students, celebrating where appropriate
- Advise others on appropriate deployment and use of specialist aid/resources/equipment
- Support the SENCo and team members with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to the correct identified staff members or outside agency, as appropriate
- Undertake training, other learning activities and attend relevant meetings required to ensure own continuing professional development including delivering out of school learning activities as agreed 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

- Liaise between managers/teaching staff and Learning Support assistants
- Attend regular team meetings with curriculum area staff and Learning Support staff
- To manage a small number of Learning Support Assistants within the Learning Support Department, providing support and advice in accordance with the School's established monitoring and appraisal systems and ensuring staff are aware of and adhere to all HR and associated policies and procedures
- To ensure full GDPR compliance of all SEN data
- To assist in such duties and activities relating to any of the above areas appropriate to grade as the Headteacher shall from time to time reasonably

Person specification – Emotional Literacy Support Assistant (ELSA)

Qualifications and experience

- Educated to at least GCSE Grade C standard or equivalent in English and Maths
- Evidence of Continuing Professional Development in SEND, with a particular focus on supporting students with Emotional and Literacy Needs and willingness to undertake further training for the role as the need arises
- Recent relevant experience in supporting pupils with a range of SEND in a mainstream setting or specialist setting.
- Experience of working with external agencies and other professionals
- Experience in working as part of a large team and with experience of coaching and / or line management

Knowledge & Skills

- Strong interpersonal skills and ability to build and form good relationships with students, colleagues and parents / carers
- Knowledge of a range of resources, interventions and approaches used to support students
- Working knowledge of national curriculum or other learning programmes or strategies
- Knowledge and understanding of how students learn and barriers to learning
- Knowledge of Equal Opportunities and approaches to inclusion
- Knowledge & understanding of Child Protection and Safeguarding procedures
- Excellent verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students, parents / carers and other professionals
- Effective ICT skills
- Ability to absorb and understand a wide range of information
- Ability to maintain accurate records and systems
- Ability to deal with confidential data / issues appropriately

Personal Qualities

- Evidence of management and leadership qualities
- The ability to plan, organise, assess, monitor and evaluate in order to support student progress
- Initiative and ability to prioritise one's own work
- Able to follow direction and work in collaboration with line manager and colleagues
- Able to work flexibly to meet deadlines and respond to unplanned situations
- Efficient and meticulous in organization
- Desire to enhance and develop skills and knowledge through CPD

- Commitment to the highest standards of child protection
- Recognition of the importance of personal responsibility for Health & Safety
- An understanding of and commitment to whole-school issues in a co-educational multi-ethnic school and the willingness to be involved in all aspects of the work of the department and to contribute to the wider life of the school