



Job Description

DEPARTMENT:	Strathmore School
POST TITLE:	Higher Level Teaching Assistant (Teaching and Learning) (HLTA (TL))
CONTRACT:	Term Time Only
GRADE:	Spinal Point NJC18
EFFECTIVE DATE OF JOB DESCRIPTION: 01/09/2019	
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HOURS OF DUTY:	32.50 per week
REPORTS TO:	Class Teacher/ Head of School/ Assistant Headteacher/ Executive Headteacher
RESPONSIBLE FOR:	None
LIASON WITH:	Executive Headteacher, Head of School, Assistant Headteacher, Class Teacher, other school and Trust staff, professionals outside the Trust, parents, carers, pupils

Purpose and Objectives of Work

- To support the ethos and vision of the school and to contribute to the general well-being of all the members of the community: pupils, parents, colleagues, governors and all others involved.
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all our pupils who have severe or profound and multiple learning disabilities and/or ASD.
- To complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.
- Monitoring pupils' and assessing, recording and reporting on pupil's achievement, progress and development as agreed with the teacher.
- Plan, prepare and deliver learning activities for individuals/ groups or whole classes.
- To be responsible for the management and development of a specialist area within the school as discussed and agreed.
- To work in all areas of the Trust and supervise classes occasionally during the short-term absence of teachers in line with school cover policy.

The Auriga Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The successful applicant will be required to undertake an Enhanced DBS Check with a check of the DBS Barred List

KEY ACCOUNTABILITIES

Support for Pupils

1. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning within the schools assessment recording policies.
2. Supervision of pupils while carrying out pre-prepared work and work that has been set in accordance with school policies including PPA cover.
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations at all times.
4. Develop and implement annual learning outcomes linked to EHCP plans.
5. Support pupils consistently while recognising and responding to their individual needs.
6. Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.

7. Promote positive self-esteem and develop independence, employing strategies to recognise and reward achievement.
8. Provide appropriate feedback to pupils in relation to progress and achievement.
9. Following school procedures, attend to pupils' personal needs and implement related personal programmes, including social, health, physical, behavioural, hygiene, medical and welfare matters. This will include assisting with the administration of medication in accordance with individual's Care Plan.
10. Provide support and assistance for children's pastoral needs

Support for Teachers

1. Within an agreed system of supervision, plan challenging teaching and learning activities to meet objectives and to produce evaluate and adjust lessons/work plans as appropriate.
2. Organise and manage an appropriate learning environment and resources.
3. Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring activities against pre-determined learning objectives.
4. Record progress and achievement in lessons/activities systematically and provide evidence of range and level of progress and attainment.
5. Work within an established behaviour and anti-bullying policy to anticipate and manage behaviour constructively, promoting self-control and independence.
6. Gather and report from and to parents/ carers as directed.

Support for the Curriculum

1. Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
2. Deliver local and national learning strategies e.g. literacy, numeracy, early years foundation stage and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
3. Use ICT effectively to support learning activities and develop pupils' skills, competence and independence in its use.
4. Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
5. Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

1. Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
2. Be aware of and support difference and ensure all pupils have access to opportunities to learn and develop.
3. Contribute to the overall ethos/work/aims of the school.
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
5. Develop positive working relationships for inclusion opportunities with co-located schools including planning, delivering and reviewing practical inclusive activities with pupils from and within Strathmore and co-located schools.
6. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
7. Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.

Line Management Responsibilities

1. Liaise between leadership, teaching staff and teaching assistants.
2. Support and guide other teaching assistants. And Hold regular team meetings with staff as directed.
3. Attend staff/management/other appropriate meetings as directed.
4. Assist with training and mentoring for other teaching assistants.

Other

1. To support the schools administrative team to ensure the effective management and acquisition of resources throughout the school.
2. To undertake any other duties appropriate to the post that may reasonably be required from time to time

Person Specification

The appointment panel will be looking for evidence that the candidate has demonstrated their ability to fulfil the criteria.

Please use the key below to identify which sources we will be looking at for the evidence that the criteria have been met.

A Application **I** Interview **R** References

	Criteria	Source	Essential (E) or Desirable (D)
Education and Qualifications			
1.	Level 2 Numeracy and Literacy skills	A	E
2.	Achieved full HLTA qualification	A	D
3.	Specialist Support for Teaching and Learning in Schools Level 3	A	D
4.	First Aid Qualification	A	D
5.	Training in relevant specialist skills and experience learning strategies	A	D
Experience			
6.	Experience of working with relevant age groups within Early Years, Primary, Secondary and Post 16 setting	A, I, R	E
7.	Experience working with children/young people with SEND	A, I, R	E
8.	Demonstrate high expectations of children's achievements and behaviour	A, I, R	E
9.	Experience of working successfully and cooperatively as a member of a school team understanding own and others' roles and responsibilities	A, I, R	E
10.	Experience of leading learning for pupils with SEND	A, I, R	D
Skills/Abilities/Knowledge			
11.	Good understanding of child development and learning processes	A, I, R	E
12.	A clear understanding of own strengths and areas for professional development through self-evaluation study and training	A, I, R	E
13.	Ability to communicate effectively in a variety of situations – verbal and written	A, I, R	E
14.	Ability to work successfully with pupils who have Special Educational Needs, including those who have behaviour support needs	A, I, R	E
15.	Can use ICT effectively to support learning	A, I, R	E
16.	Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies.	A, I, R	E
17.	Understanding of statutory frameworks relating to teaching.	A, I, R	E

18.	Ability to organise, lead and motivate a team	A, I, R	E
19.	Ability to relate well to children and adults including parents, professionals from other disciplines	A, I, R	E
20.	Experience of planning and running learning groups within a special needs school	A, I, R	D
21.	Specialist skills/training in curriculum or learning area e.g. Makaton, PECS, Intensive Interaction	A, I, R	E
22.	Ability to lead and direct the work of others	A, I, R	E
Additional Contractual Obligations			
23.	Commitment to promoting the wellbeing and inclusion of pupils with learning difficulties	A, I, R	E