



Job Description: Higher Level Teaching Assistant

Job details

Job title: Higher Level Teaching Assistant (HLTA) – LBR 6

Salary: £34,416 pro-rata (actual £30,451)

Contract type: 36.00 hours Full-time / Permanent (Term time only)

Reporting to: Assistant Head

Responsible for: Delivering interventions/ Teaching small groups/ Covering classes

Main Purpose

To deliver small group teaching and interventions to groups of children with special educational needs. This may involve planning, preparing and delivering learning activities, and monitoring their progress and development. To support teachers and LSAs to develop their provision for children with SEND through team teaching, joint-planning, monitoring and supporting our school's SENCO.

To be responsible for covering classes as required by the school, under the direction of a teacher or member of the leadership team.

Support for Pupils

- Assess the needs of pupils and use knowledge and specialist skills to support pupils' learning.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement individual learning plans.
- 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.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.

Support for Teachers

- Organise and manage an appropriate learning environment and resources.
- Within an agreed system of supervision, plan challenging teaching and learning objectives and evaluate and adjust lessons/work plans, as appropriate.
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively promoting self-control and independence.

- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on pupils' progress/achievement etc.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
- Make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Use technology effectively to support learning activities and develop pupils' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.

Support for the School

- Comply with and assist with the development of policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Be aware of and support differences, and ensure all pupils have equal 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 and/or Deputy Head, to support the achievement and progress of pupils.
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, 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 weekly INSET meetings and engage positively in opportunities for CPD.

Line Management Responsibilities (where appropriate)

- Manage other learning support assistants
- Liaise between managers/teaching staff and learning support assistants.
- Represent learning support assistants at teaching staff / management / other appropriate meetings.
- Undertake recruitment/induction/training/mentoring for learning support assistants.

Person Specification: HLTA (SEND)

HIGHER LEVEL TEACHING ASSISTANTS (SEND)

LEVEL 6 - The following specifications will be assessed through the application form and interview process. Please ensure you address these in your application as they will be used to support the short-listing process.

EXPERIENCE

- Experience of working with children of primary age with special educational needs in a school based learning environment, including support for learning across a range of subjects (R)
- Experience of working in a special school or specialist classroom setting (P)
- Experience of taking a whole class for short periods of time (P)

QUALIFICATION/TRAINING

- Higher Level Teaching Assistant standard or equivalent qualification or experience (R)
- Excellent maths and English skills - equivalent to NVQ level 2 (R)
- Relevant training linked to how to support children with special educational needs (P)

KNOWLEDGE/SKILLS

- Knowledge and skills of working with pupils with specific learning or behavioural needs (R)
- Knowledge of planning and delivery sensory activities to meet the needs of pupils with special educational needs (R)
- Use behavioural management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment (R)
- Motivate and progress pupil's learning, in particular those with special educational needs, by using clearly structured, interesting teaching and learning activities (R)
- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance (R)
- Be able to use ICT effectively to support learning e.g. interactive whiteboard (R)
- Be able to provide detailed oral and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils (R)
- Have a desire to constantly improve own practice/knowledge through self-evaluation, attending training and learning from others (R)
- Have the ability to relate well to children and adults, maintaining professional relationships, while being approachable and amenable (R)
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these (R)
- Know how to manage your own wellbeing in a positive way and how to identify and support children who may have emotional needs (P)

***Key: (R) Required, (P) Preferred**