Clarity Independent School

HLTA Job Description & Person Specification

Post Title: Higher Level Teaching Assistant
Reporting To: Class Teacher, Assistant / Deputy Headteacher

Purpose of The Job

- You will be the key worker for a child / very small group of children with SEND, delivering all their lessons and activities to meet their needs on their EHCPs.
- All aspects of the job description are to be carried out within a system of supervision by qualified teachers.
- To complement teachers' delivery of Clarity Independent School's Curriculum and contribute to the development of other support staff, pupils and school policies and strategies.
- To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources.
- To supervise and teach whole classes (usually 4-6 pupils).
- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEND, some SEMH, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

Main Duties

Planning

- Plan and prepare lessons and learning activities with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans.

- Develop and prepare individualised resources for learning activities in accordance with lesson plans and in response to pupil need.

- Be mainly responsible for the planning of opportunities for pupils to learn in out-of-school contexts in line with school's policies and procedures.

Teaching and Learning

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes, usually up to 4-6 children at a time.

SASC
Approved Assessor for Disabled Students' Allowance

Dyslexia Action
Guild Member Assessment Practising Certificate holder

INPP
INPP Practitioner

British Dyslexia Association
AMBDA Status

- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.

- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities that are accurately matched to their individual learning profiles and ability.

- Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS where appropriate and necessary and Progress Units to very small groups of pupils to meet them where they are and bring them on in small steps.

- Support the teaching of the National Numeracy Strategy and assist pupils to access the full curriculum, if possible for them, due to their SEND. Be familiar with lesson plans, One Plan targets and learning objectives.

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

- Promote and support the inclusion of **all** pupils, including those with very specific needs, both in learning activities inside and outside the school building (e.g. when completing activities out and about in the local area), and within the classroom.

- Use 'Therapeutic Thinking' behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others

- In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings inside and driving them to settings outside the school, and in a wide, interesting range of in local venues (e.g. swimming lessons / horse-riding / sports coaching lessons). To initiate these ideas according to pupils' interests and abilities, and to organise them with the support and consent of the Class Teacher and Head Teacher.

- Drive pupils to their places of learning outside the school, e.g. swimming lessons, gym, park etc. as per school timetable.

- Work with individuals and very small groups where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.

- Organise and safely manage the appropriate learning environment and resources

- Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance

- Assist the Class Teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language, ensuring no discrimination of any form takes place

- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

- Attend the weekly staff meetings after school, contribute at these, keep other staff up to date and be keen to learn.

Monitoring and Assessment

- Be mainly responsible for, but with teachers' support, evaluate pupils' progress through a range of assessment activities.

- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.

- Assist in maintaining and analysing records of pupils' progress.

- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

- Support the teaching staff with reporting pupils' progress and achievements at parents' meetings which are usually held outside school hours.

Mentoring, Supervision and Development

- Manage other teaching assistants where required and agreed by the Deputy Head, and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.

- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.

- Offer mentoring support and guidance for older pupils undertaking work experience activities within the school.

- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.

- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

- To be assertive in identifying your own continued training needs that will assist you in this role and bringing them to the attention of the Deputy Head / Head Teacher.

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

- Understand and implement school child protection procedures and comply with legal responsibilities.

- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

- Write risk assessments for pupils relating to their trips / journeys / activities in school / where relevant.

- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.

- Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.

- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

- Supervise pupils in the playground and plan and organise play time activities.

- Assist teachers by receiving instructions directly form professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

Other

- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time
- Any other duties required by the class teacher, Deputy Head, or the Head Teacher, which is within the scope of this post.

Please note, the school is committed to safeguarding its pupils and as such, a DBS check and online checks, such as social media checks, will be conducted, and references sought prior to appointment.

Person Specification - Higher Level Teaching Assistant

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties in the job description.

Education & Experience

- Meet HLTA standards or equivalent qualification or experience* **(*see below)**
- Have substantial experience working with SEND in an educational setting.
- Hold relevant qualifications at a level equivalent to at least NQF Level 3.
- Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C)
- Training and experience in delivering as many of these as possible: NLS, NNS, ALS, ELS, FLS.
- Other training relevant to the post, including SEND, behaviour management and Child Protection training.
- Training in relevant learning strategies e.g. literacy.
- Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.

Knowledge & Understanding

- Knowledge of the requirements of the national literacy and numeracy strategies.
- Knowledge & understanding of the National Curriculum including the literacy and numeracy strategies.
- Knowledge of SEND programmes of learning, interventions available and how to use them to good effect.
- Understanding of behaviour management strategies.
- Understanding of First Aid procedures.
- Understanding of child protection and safeguarding procedures.

Skills

- Effective oral and written communication skills, with accuracy.
- Driving license, insurance and be the owner and have full use of own car.
- Pastoral, therapeutic approach towards children with SEND / SEMH difficulties.
- Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.
- Good organisational and time management skills.
- Sound IT skills to support learning and maintain electronic information systems.
- Great imagination and creativity to develop lessons and activities to motivate and engage learners.
- Able to research information on learning difficulties and activities to support progress in specific areas.
- Teachable and enjoying developing your own knowledge and CPD training.
- Flexibility to adapt and reorganize plans
- Energy and positivity

***Opportunities for HLTA training to achieve HLTA status with HNAP if not already achieved but have substantial experience**