



Kelmscott School

"Putting Learning First"

KELMSCOTT SCHOOL JOB DESCRIPTION

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| Post: | Higher Level Teaching Assistant (HLTA) |
| Hours: | 33.5 per week (Term Time Only) |
| Scale: | NJC Scale 5 |
| Responsible to: | SENCO/Assistant School Business Leader |
| Responsible for: | N/A |

Job Purpose

- Promote student independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Identify and support individual students' needs and provide appropriate support and resources under the guidance of the SENCO
- Work with class teachers to raise the learning and attainment of pupils
- Co-ordinate and deliver interventions/lessons to small groups of pupils with SEND, within a particular area of need (numeracy, literacy, communication and interaction, or SEMH)
- Take responsibility for monitoring groups of pupils with SEND to include assessing, recording and reporting on their achievement, progress and development.
- Work closely with pupils and their families to develop, implement and monitor Individual Education Plans
- Oversee the work, where relevant, of other adults in supporting learning

Duties & Responsibilities

Teaching and learning

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
3. Use effective behaviour management strategies consistently in line with the school's policy and procedures
4. Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
5. Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment

6. Observe pupil performance and pass observations on to the SENCO
7. Use ICT skills to advance pupils' learning
8. Co-ordinate effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
9. Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
10. Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
11. Plan how they will support the inclusion of pupils in the learning activities
12. Assist and participate in the delivery of out of school learning activities within guidelines established by the school.
13. Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

Working with colleagues and other relevant professionals

14. Communicate effectively with other staff members and pupils, and with parents and carers
15. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
16. Keep relevant professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
17. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
18. Collaborate and work with colleagues and other relevant professionals within and beyond the school
19. Develop effective professional relationships with colleagues

Wider responsibilities

20. Contribute to the overall ethos/work/aims of the school.
21. To provide administrative support within the SEND department
22. To cover for absent colleagues within the SEND department
23. Undertake supervision & tutorial duties around the school.
24. Support pupils in their personal care
25. Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
26. Administer and assess/mark tests and invigilate exams/tests.

General

27. The post-holder must carry out his or her duties with full regard to the School's Health and Safety, Equal Opportunities, GDPR and Safeguarding Policies.
28. The post-holder will participate in the school's performance management process and professional development opportunities.
29. The post-holder should have knowledge of and compliance with all school policies and procedures.
30. To play a full part in the life of the school community, supporting its distinctive mission and ethos, and encouraging and ensuring staff and students adhere to school expectations.
31. The post-holder will perform any such duties as are within the scope and the spirit of the job purpose, the title of the post, and its grading.

32. Be responsible to student behaviour and welfare in public places during break, lunch, change of lesson and at the beginning and end of the school day.
33. Participate in professional development opportunities and demonstrate a willingness to develop additional skills and expertise.
34. Keep up to date with current educational developments and legislation affecting your area of expertise.
35. To respect the confidential nature of information relating to the school, students and customers.
36. Treat students, parents and colleagues fairly, equitably and with dignity and respect.

This job description is subject to regular review and can be amended in line with the pay grade.

Higher Level Teaching Assistant (HLTA)

Person Specification

1. Experience

- a) Experience working with children of relevant age
- b) Evidence that a range of activities has been undertaken relevant to job description.
- c) Management of complex and demanding workload
- d) Evidence of being able to use own initiative and work unsupervised.
- e) Working knowledge of the operation and administration of student and customer services
- f) Working with young people in the age group
- g) Working knowledge of SIMS

2. Education and Training

- a) Meet higher Level Teaching Assistant standards or equivalent qualification or experience
- b) Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.
- c) Training in relevant learning strategies e.g. literacy.
- d) Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.

3. Skills

- a) Can use ICT effectively to support learning.
- b) Full working knowledge of relevant policies/codes of practice/legislation.
- c) Working knowledge and experience of implementing national /foundation stage curriculum and other relevant learning programmes/strategies.
- d) Good understanding of child development and learning processes.
- e) Understanding of statutory frameworks relating to teaching.
- f) Ability to organise, lead and motivate a team.
- g) Constantly improve own practice/knowledge through self-evaluation and learning from others.
- h) Ability to relate well to children and adults.
- i) Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.

4. Personal Qualities

- a) Good attendance and punctuality.
- b) Hard working, flexible and reliable.
- c) Honesty and integrity
- d) Initiative.
- e) Good personal presentation.
- f) Able to cope under pressure/deal with stressful situations.
- g) A genuine commitment to and liking for young people, and high expectations for their progress and welfare.
- h) A desire to be involved in the life of the school generally.
- i) A commitment and willingness to continue one's own professional development and that of colleagues.
- j) An understanding of and a commitment to the promotion of equality of opportunity in all aspects of school life.

5. Safeguarding

A demonstrable commitment to ensuring young people stay safe, an understanding of good practice in relation to this and the implications for this post.