Severndale
Specialist Academy

JOB DESCRIPTION

Higher Level Teaching Assistant

Severndale Specialist Academy Vision:

We are committed to demonstrating our school vision of 'Enabling Communication, Independence and Enjoyment for Life' through our chosen school values of Communication, Independence, Wellbeing and Inclusivity. We strive to live these values throughout each school day.

Our children and young people are aged 2 ½ to Post-19 and have a range of learning difficulties. These include moderate, severe, complex and profound learning difficulties, those with autism, complex medical conditions and physical and mobility difficulties. A number of our young people present behavior of concern, arising from their condition; many have communication difficulties.

Purpose of the Post:

The main purpose of this post is to co-ordinate, devise daily/weekly plans from medium term planning, risk assess appropriately and deliver lessons to pupils with a range of SEND, tailoring sessions to their IEPs, physical needs and positive behaviour support plans. You would be supervised and supported in this by an allocated Senior Leader.

At a specified time, the role could manage other Teaching Assistants within the Academy, including training, appraisals, and the allocation and monitoring of work.

In addition, working under the guidance of the teaching staff and within an agreed system of supervision, to implement agreed work/care/support programmes with individuals or groups, in or out of the classroom. Assistance will be provided to teachers over the whole planning cycle, and with the management and preparation of equipment and resources. In addition, the professional work of teachers will be complemented by taking responsibility for specific learning activities under an agreed system of supervision. This will involve planning, preparing and delivering learning activities for individuals/groups and whole classes, and monitoring pupils and assessing, recording, and reporting on pupils' achievements, progress and development.

If not already completed, a requirement of this role is achieving a HLTA or equivalent level qualification such as an apprenticeship or similar within the first 2 years (3 years if the course is longer than 1 year in duration)

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Principal Duties and Responsibilities:

Support for Pupils

a) Attend to pupils' personal needs, and assist with the development and implementation of Individual Education/Behaviour/Support/Mentoring Plans and Personal Care Programmes/Strategies.

b) Establish constructive relationships with pupils and interact with them according to individual needs.

c) Encourage pupils to interact and work co-operatively with others, and engage in learning activities.

d) Set challenging and demanding expectations and promote self-esteem and independence.

e) Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

f) Use specialist skills/training/experience to assess the needs of pupils and support their learning.

g) Take a lead role in managing and delivering pastoral support to pupils, and assist in their social, health and hygiene development.

Support for the Teacher

a) Take a lead in, and work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.

b) Take a lead in, and use strategies in liaison with the teacher, to support pupils to achieve learning goals.

c) Prepare the classroom for lessons and clear afterwards. Assist with the display of pupil's work.

d) Ensure the timely and accurate design, preparation and use of specialist equipment/resources and materials.

e) Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

f) Provide the teacher with objective and accurate feedback and reports as required, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.

g) Manage the compilation of records, information, and data and produce reports for analysis.

h) Administer and assess routine tests, invigilate exams, undertake routine marking of pupils' work, and accurately record achievement/progress.

i) Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

j) Under the direction of the teacher establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.

k) Provide general clerical/administrative support eg. Dealing with correspondence, analysing data on attendance, exclusions etc. administering coursework, producing worksheets for agreed activities, photocopying, typing, filing etc.

l) Take a lead role in the development, implementation and monitoring of systems relating to attendance, registration, truancy, pastoral systems etc.

m) Take a significant role in the development and implementation of appropriate behaviour management strategies under direction of Senior staff.

<u>Support for the Curriculum:</u>

a) Support pupils in understanding instructions.

b) Plan and implement structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

c) Implement local and national learning strategies eg., literacy, numeracy, KS3, early years etc. as directed by the teachers.

d) Support pupils in using ICT, and develop pupils' competence and independence in its use.

e) Determine the need for, prepare and use specialist equipment/resources as directed by the teacher, and assist pupils in their use.

f) Be responsible for the management of stock levels, which may include the management of a budget and the regular audit of resources.

g) Actively seek information regarding, and utilize, the range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning.

Support for the Academy:

a) Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

b) Be aware of and support difference and ensure that pupils have equal access to opportunities to learn and develop.

c) Contribute to the overall ethos/work/aims of the Academy.

d) Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of the pupils.

e) Support the development of multi-agency approaches to supporting pupils.

f) Attend and participate in relevant meetings as required.

g) Participate in training and other learning activities and performance development as required.

h) Recognise own strengths and areas of expertise, and use these to advise and support others.

i) Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.

j) Be responsible for the provision of out of Academy hours learning activities, within guidelines established by the Academy.

k) Assist with the supervision of pupils out of lesson times, including lunchtimes.

l) To take a specific lead role while accompanying teaching staff and pupils, on visits, trips and out of school activities, and take responsibility for a group under the supervision of a teacher, or independently where agreed with senior managers.

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Management Responsibilities:

a) Manage a team of support staff at specified times.

b) Liaise between managers/teaching staff and support staff.

c) Hold regular team meetings with managed staff.

d) Represent support staff at teaching staff/management/other appropriate meetings.

e) Undertake induction/appraisal/training/mentoring/of other support staff.

f) As required, to provide expertise and support to staff in other schools.

The above job description does not define in detail all of the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the Principal.

Conditions of Service:

1. To provide for the education and welfare of pupils in accordance with the requirements of the Conditions of Employment for Academy support staff.
2. Having due regard to the requirements of the Severndale Curriculum, the Academy aims and objectives, schemes of work, and to adhere to the policies and procedures adopted by the Trustees of the Academy.
3. The grade of the post is: Scale 6, Point 18 with a progression scale to Point 22.
4. The hours of work are: 35 hours per week, term time plus INSET Days = 38+1 weeks per year.