**JOB DESCRIPTION**

**Job title:** Higher Level Teaching Assistant (HLTA)

**Salary:** NCDAT Support Range – Grade 4

**Hours:** 37 hpw (Term Time Only + 5 days)

**Reporting to:** SEND Manager

# Main purpose

The HLTA will:

* Co-ordinate and deliver a range of therapies needed for high need students across the Academy
* To plan appropriate non-academic, therapeutic intervention programmes
* Promote students’ independence, self-esteem and social inclusion (e.g. life skills)
* Give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

# Duties and responsibilities

Teaching and learning

* Demonstrate an informed and efficient approach to therapeutic programmes to enable student to be ready to learn and engage with learning. (e.g. zones of regulation, occupational therapy, social stories, anxiety/anger gremlins etc.
* To proactively manage student behaviour to avoid any child going into crisis.
* To apply strategies and skills, following a crisis incident, to enable children to access learning quickly and effectively dependent on individual need.
* Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities
* Use effective behaviour management strategies consistently in line with the Academy’s policy and procedures
* Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment
* Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
* Supervise a Harbour class if the teacher is temporarily unavailable
* Use ICT skills to advance students’ learning
* Undertake any other relevant duties given by the class teacher
* To cover and lead class teaching (under supervision) as and when appropriate
* Direct the work, where relevant, of other adults in supporting learning

Planning

* Plan the therapeutic intervention programmes for delivery by yourself and other support staff
* To liaise closely with the SEN Manager and other Deep Support leaders to manage the therapeutic intervention within a structured timetable based on individual need.
* To support the SEN Manager with the therapeutic referral process.
* To track the progress of students accessing the programmes and demonstrate progress, reporting regularly to other Academy staff and parent.
* To daily maintain exemplary records and documentation of all intervention sessions on Edukey, with evidence of impact. To enable another member of staff to continue a programme in the event of absence.
* Read and understand lesson plans shared prior to lessons, for delivery, when appropriate in the Harbour or PLC.
* Prepare the Harbour environment and PLC for therapeutic interventions
* Liaise with parent regularly and ensuring all paperwork is completed and filed appropriately.
* Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
* Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
* Plan how they will support the inclusion of students in the learning activities

Working with colleagues and other relevant professionals

* Train support staff in all therapeutic intervention strategies
* Communicate effectively with other staff members and students, and with parents and carers under the direction of the class teacher
* Communicate their knowledge and understanding of students to other Academy staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
* Keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with that access therapeutic provision
* Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers and professionals
* Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

* Contribute to the development, implementation and evaluation of the Academy’s policies, practices and procedures, so as to support the Academy’s values and vision
* Make a positive contribution to the wider life and ethos of the Academy

Health and safety

* Promote the safety and wellbeing of students, and help to safeguard students’ well-being by following the requirements of Keeping Children Safe in Education and our Academy’s child protection policy
* Look after children who are upset or have had accidents

Professional development

* Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with Academy leaders, and identifying relevant professional development to improve personal effectiveness
* Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the Academy
* Take part in the Academy’s appraisal procedures

Personal and professional conduct

* Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside Academy
* Have proper and professional regard for the ethos, policies and practices of the Academy, and maintain high standards of attendance and punctuality
* Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the Academy community
* Respect individual differences and cultural diversity

The HLTA will be required to safeguard and promote the welfare of children and young people, and follow Academy policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description may be amended at any time in consultation with the postholder.

Postholder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Person specification**

**Key: E:** denotes Essential criteria **D** denotes Desirable criteria

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| criteria | | E / D |
| **Qualifications  and experience** | * HLTA Certificate in Supporting Teaching and Learning in Schools * Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) * GCSEs at grades 9 to 4 (A\* to C) including English and maths * Proven experience of working with children * Experience of planning and leading teaching and learning activities (under supervision) | E  D  E  E  E |
| **Skills**  **And Knowledge** | * Good literacy and numeracy skills * Good organisational skills * Ability to build effective working relationships with students and adults * Skills and expertise in understanding the needs of all students * Knowledge of how to help adapt and deliver support to meet individual needs * Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students * Excellent verbal communication skills * Active listening skills * The ability to remain calm in stressful situations * Knowledge of guidance and requirements around safeguarding children * Good ICT skills, particularly using ICT to support learning * Understanding of roles and responsibilities within the classroom and whole school context * Understanding of effective teaching methods * Knowledge of how to successfully lead learning activities for a group or class of children * Knowledge of how statutory and non-statutory frameworks for the Academy curriculum relate to the age and ability ranges of the learners they support * Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice | E  E  E  E  E  E  E  E  E  E  E  E  E  E  E  E |
| **Personal Qualities** | * Enjoyment of working with children * Sensitivity and understanding, to help build good relationships with students * A commitment to getting the best outcomes for all students and promoting the ethos and values of the Academy * Commitment to maintaining confidentiality at all times * Commitment to safeguarding students’ wellbeing and equality * Commitment to continuous professional development | E  E  E  E  E  E |