JOB DESCRIPTION

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

Department: **High Close School**

Section: **Children's Services**

Reports to: **Deputy Principal via Lead LSA or Faculties**

Context:
The school curriculum is grouped into faculties to allow for effective planning and organisation of the different subjects and how they are delivered. It supports cross phase and cross subject planning and gives every member of staff a team to work within.

Key working relationships:
Under the direction of a teacher or the Lead LSA/cover supervisor, prepare and deliver pre-planned lessons, lead small group interventions and learning, provide one-to-one support to students, or support a teacher in the classroom. Work with class teachers to raise the learning and attainment of pupils. Assist in maintaining a positive learning environment by managing behavior, implementing classroom routines, and ensuring student engagement and participation.

Job Purpose:
The Higher Level Teaching Assistant (HLTA) will:

- Take responsibility for classroom assistance working with class teachers in order to help promote effective teaching and learning for pupils.
- Support and supervise pupils throughout the school day whilst promoting pupil's 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.
- Provide general support to staff and pupils, including preparation, and routine maintenance of resources/equipment

Key Responsibilities:

- Preparing classrooms for lessons including setting up whiteboards for video presentations/PowerPoints
- Sourcing handouts, textbooks and resources for pupils

- Teaching classes without any assistance, especially when teachers are off sick or on leave
- Working with groups of pupils or individuals
- Planning and delivering learning activities either independently or with a teacher
- Assessing pupil progress and discussing with teachers, parents and carers about their development
- Motivate and progress pupils' learning following school policies and guidance from teachers
- Support pupils in social and emotional wellbeing
- Provide verbal and written feedback on lesson content
- Invigilate exams

Key Activities:

Teaching and Learning:

- 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, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, 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
- Observe pupil performance and pass observations on to the class teacher
- To cover and lead a class if the teacher is unavailable or as directed
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher
- Direct the work, where relevant, of other adults in supporting learning
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role

- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Plan how they will support the inclusion of pupils in the learning activities
- Assisting with off-site trips / on-site activities including transport as required

The Pupils

- Working with care staff and therapy team alongside the education team
- Implement and evaluate personalised social and behavioural programmes for pupils, according to their needs.
- Participate in the Pupil Review process as appropriate and as required by the Principal or Deputy Principal including attending external meetings where needed
- Record attendance on a daily basis as appropriate for a designated group of pupils.
- Contribute to reports and liaise with other professionals and consultants to ensure that individual pupils receive specific help where required.
- As required, supervise classes whose teachers are not available.
- Maintain good order and discipline among the pupils and safeguard their health and safety, both when on the school premises and when engaged in authorised school activities elsewhere according to the school's behaviour management policy and health and safety procedures.
- Work to Barnardo's and High Close Safeguarding and Child Protection policy and procedures, as well as statutory Safeguarding and Child Protection Guidance.

Staff

- Participate in meetings as appropriate which relate to the curriculum, organisation or administration of the school, including pastoral and care arrangements.
- Lead, organise and direct the work of designated Learning Support Assistants (LSAs) when leading lessons.
- Follow the High Close Staff Code of Conduct and Local Safety Rules.

Communication

- Liaise with teachers, LSAs, therapy team and day unit/residential staff in setting targets for pupils' behavioural and social development.
- Communicate with pupils in a constructive and facilitative way that involves them in reviewing their progress and develops their self-esteem.
- Communicate both orally and in writing with other professionals who contribute to the pupils' overall development and wellbeing.
- Present prepared reports at meetings as required.
- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher

- 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
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Collaborate and work with colleagues and other relevant professionals
- Develop effective professional relationships with colleagues

Resources

- Ensure the effective and efficient management and organisation of learning resources, including digital technology.
- Use accommodation and resources to create an effective and stimulating environment for teaching and learning.
- Ensure that all resources have been properly risk assessed and are appropriate for use by pupils with emotional and behavioural difficulties.

Professional Development (personal)

- Participate in the school's Performance Management system.
- Attend training courses and in-house Inset as required, to maintain awareness of developments in areas of curriculum and pastoral responsibility. Share information gained with colleagues as required.
- Participate in all Safeguarding training, have an understanding of KCSIE.
- Participate in Therapeutic Crisis Intervention training and take responsibility for practising the techniques taught.
- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness

HEALTH & SAFETY

Follow safe systems of work at all times in accordance with your responsibilities as an employee of Barnardo's in line with Health and Safety and Fire policies and procedures. Inform the line manager of any defects in Health and Safety arrangements in the workplace or in workplace activities, so that remedial action can be taken to prevent an accident or ill health.

This Job Description and Person Specification reflect the duties of the post as they exist at this time and may be subject to changed based on the needs of the Department Programme. The post-holder may be required to undertake other duties commensurate with the salary and competence requirements of this post from time to time as required.

Pre-employment checks will be required for the role.

PERSON SPECIFICATION

All criteria are essential unless indicated as desirable (D).

Job Title: Higher Lever Teaching Assistant (HLTA)

Please note: Applicants must demonstrate in their application form that they currently use the skills outlined below or have used them previously in employment, education, training, volunteering etc.

Education/Knowledge

- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and math's
- To hold or be working towards Level 4 HLTA certificate or equivalent
- An up-to-date knowledge of current educational practice within mainstream and/or special education.
- An understanding of the term Social, Emotional and Mental Health.
- An understanding of the terms 'emotional and behavioural difficulty' and 'challenging behaviour'.
- IT literate with an understanding of digital technologies to support learning
- Knowledge and understanding of guidance and requirements of safeguarding and protecting children

Experience

- Experience of teaching or supporting pupils with special needs.
- Experience of teaching or supporting a wide range of pupils from different social and cultural backgrounds.
- Experience of planning and leading teaching and learning activities (under supervision)
- Experience of working with difficult and demanding children
- Experience of report writing

Skills/Abilities

- Able to teach and work with challenging pupils who can exhibit physically and verbally abusive behaviour.
- Able to work as part of a multi-disciplinary team.
- Able to work with staff and young people in a variety of settings.
- Able to physically participate in behaviour management and restrictive physical intervention techniques

- Knowledge of how to successfully lead learning activities for a group or class of pupils
- Knowledge of how statutory and non-statutory frameworks for the school 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
- Confidence in using computers during lessons and digital record-keeping software.
- Good subject knowledge including Maths and English.
- Excellent verbal communication skills
- Active listening skills
- The ability to remain calm in stressful situations
- An understanding of the KS2, KS3 and KS4 curriculum and the learning outcomes and marking criteria.
- Knowledge of how to help adapt and deliver support to meet individual needs
- Positive attitude to change
- Effective time management skills
- A creative approach to problem solving and using this to inspire and motivate young people.
- Knowledge of guidance and requirements around safeguarding children
- Understanding of roles and responsibilities within the classroom and whole school context
- Good organisational; skills and ability to prioritise tasks.

Circumstances

- Flexibility in working hours and location, as per contract of employment.
- Committed to providing a high standard of education for all young people.
- Committed to challenging disadvantage and creating opportunities for young people.
- Interested in extending knowledge and developing professional practice through training.
- Patient and calm when dealing with very complex young people.
- Highly resilient with high level of emotional competence
- Not afraid to positively and consistently challenge inappropriate behaviour.
- Keen to work as part of a team of professionals.
- Keen to use initiative and be given responsibility.

Competencies

- Striving for Excellence

- Personal Growth and developing others
- Planning and Organising
- Problem Solving

Barnardo's Values and Behaviours, and Equality, Diversity & Inclusion (EDI) Code of Conduct

Actively demonstrate Barnardo's Basis and Values and EDI Code of Conduct in all areas of work:

- Respecting the unique worth of every person
- Encouraging people to fulfil their potential
- Working with hope
- Exercising responsible stewardship

To be completed by the People Team / Pay and Reward Team

Job Title	Higher Level Teaching Assistant
Grade	E (LSA 3)
Job Family	Other Regulated Services – Learning Support
Job Type	Professional
Compensation Region	Rest of UK


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Changing lives.