

Job Description

<p>Role</p>	<p>HIGHER LEVEL TEACHING ASSISTANT Full time – term time plus four days pa Salary range: £17,871-£25,476 pa. Pro rata (actual salary) £14,007 - £19,968 pa.</p> <p>Please be aware, prior to applying, that the working hours are 07:45 – 16:00hrs</p> <p>Whilst the role will predominantly be based in the Prep School (3-11 years) the role is also likely to include a small proportion of KS3 support.</p>
<p>Job Purpose</p>	<p>To work with teachers to support the teaching and learning of pupils, providing specialist support to the teacher to meet the individual learning needs of some of our pupils.</p>
<p>Accountable to:</p>	<p>SENCO</p>
<p>Accountabilities</p>	<p>1. Teaching and learning</p> <ul style="list-style-type: none"> a) Plan and implement activities and series of lessons for individuals and groups of pupils after consultation with a qualified teacher or other educational specialist (i.e. Ed. Psych, Speech and Language Therapist etc.), differentiating and adapting a learning programme to suit the needs of specific pupils. b) Be competent and confident to support pupils in-class and out of class across the 3-13 age range. c) Deliver cover lessons in the Prep School if required. d) Assess, record and report on development, progress and attainment in consultation with the class teacher. e) Create and adapt appropriate quality resources for lessons planned, these will be differentiated and personalised to meet the needs of individual SEND. f) Accompany teachers and pupils on educational visits, including residential trips, and engage in the learning process for the benefit of the pupils. g) Contribute to discussions with the teacher on the development of work and support programmes for pupils, in order to further support learning or behaviour.

	<p>h) Assist in the efficient management and/or completion of individual pupil records through observation, recording and filing.</p> <p>i) Work with pupils in small groups or 1:1 who may have an adjusted timetable due to their learning and/or specialist needs.</p> <p>j) When necessary, be prepared to attend and contribute to all meetings, including those with parents and those offering external services.</p> <p>k) To be able to provide support to individuals/ small groups of pupils/ support in whole classes for pupils who are on the schools Learning Support Database. This may include pupils who have: a specific learning difficulty; autism; communication and/or social needs and sensory or physical difficulties. Support may also be needed to support pupils for whom English is an additional language.</p> <p>l) Contribute to exam access arrangements.</p> <p>2. Pastoral care</p> <p>a) Guide and support pupils in their personal, emotional and social development including whilst on residential trips.</p> <p>b) Under the direction of the teacher or SENCO, promote and model positive behaviour in all teaching areas.</p> <p>c) Contribute to the wrap-around provision by supervising pupils in breakfast club</p> <p>d) Supervise pupils during break and lunch times as per the duty rota</p> <p>e) Uphold the Code of Conduct/Behaviour Policy through effective delivery of its aims.</p> <p>f) Administer first aid if qualified to do so.</p> <p>g) Assist pupils in becoming independent.</p> <p>3. Management of resources.</p>
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	<ul style="list-style-type: none"> a) Ensure that classroom resources are maintained effectively and available as required. b) Prepare and create attractive and interactive learning displays. c) Prepare work and activities in advance of the lesson in order to ensure that the learning resources required are effective and accessible in order to achieve the learning outcomes. <p>4. Communications</p> <ul style="list-style-type: none"> a) Establish and maintain a relationship to foster links between home and school and keep the school fully informed of relevant information. b) Be aware of confidential issues linked to home /pupil /teacher /school. c) Work collaboratively with colleagues to meet the needs effectively of all pupils. d) Communicate concerns and observations to the relevant person regarding health & safety issues and child protection issues to maintain the school's duty of care. e) Liaise with other staff regularly. <p>5. A proactive approach in relation to training & development of self and others.</p> <ul style="list-style-type: none"> a) Supervise the induction, development and support of other TA's in their role. b) Participate in training activities and sessions offered by the school and other external agencies in order to further relevant knowledge and skills. c) Feedback to colleagues on any in-service training undertaken.
<p>General requirements</p>	<p>All school staff are expected to:</p> <ul style="list-style-type: none"> a. Work towards and support the school vision and

	<p>the current school objectives outlined in the School Development Plan.</p> <ul style="list-style-type: none"> b. Contribute to the school's programme of extra-curricular activities. c. Support and contribute to the school's responsibility for safeguarding students. d. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors e. Work within the School's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective. f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. g. Engage actively in the performance review process, and training and development opportunities available. h. Adhere to school policies. i. Undertake other reasonable duties related to the job purpose required from time to time.
Review and Amendment	This job description should be seen as enabling rather than restrictive and will be subject to regular review.

Person Specification

Skills Required

Ability to demonstrate active listening skills	ESSENTIAL
Ability to use language and other communication skills to which children can relate	ESSENTIAL
Ability to empathise with the needs of children	ESSENTIAL
Ability to work effectively with other colleagues	ESSENTIAL
Ability to provide appropriate levels of individual attention, reassurance and help to achieve the intended learning outcomes	ESSENTIAL

Knowledge Base

A good standard of education, particularly in English and Mathematics. <u>Please be aware that this will form part of the interview.</u>	ESSENTIAL
An ability to support pupils with SEND and/or Additional Learning Needs up to age 11 years.	ESSENTIAL
An ability to support pupils with SEND and/or Additional Learning Needs up between the ages of 11-13 years (KS3).	DESIRABLE
Knowledge, experience and understanding of best practice to support a range of special educational needs. Although not an	ESSENTIAL

exhaustive list this includes: dyslexia, dyscalculia, autism and processing disorders.	
Knowledge, experience and understanding of best practice to specifically support speech and language needs.	DESIRABLE
An awareness of the SEND code of practice.	ESSENTIAL
An awareness of Reasonable Adjustments legislation.	DESIRABLE
Knowledge of appropriate First Aid procedures.	DESIRABLE
Knowledge of National Curriculum requirements for the age of the pupils.	DESIRABLE
Knowledge of the use of basic technology i.e. photocopier, scanner, computer, DVD and digital camera.	ESSENTIAL
Knowledge of specialist SEND resources.	DESIRABLE
Knowledge of Child Protection issues.	ESSENTIAL

Qualifications/Attainment

	Level	
Evidence of relevant attainment in a recognised HLTA qualification i.e. NVQ, NNEB, City & Guilds, BTEC etc or through relevant experience.	NVQ Level 3	ESSENTIAL
Evidence of attainment or training in Child Protection issues/procedures.		ESSENTIAL
Willingness to participate in further training and developmental opportunities offered.		ESSENTIAL
Evidence of attainment of a relevant and recognised qualification to support SEN pupils.		DESIRABLE

Experience

Relevant experience in an educational establishment/setting and having worked with children and young people between the ages of at least 3-11 years.	ESSENTIAL
Relevant experience in an educational establishment/setting and having worked with children and young people between the ages of at least 11-13 years	DESIRABLE
Experience of working with pupils with specific learning difficulties such as dyslexia and dyscalculia.	ESSENTIAL
Experience of supporting pupils with speech and language difficulties.	ESSENTIAL
Demonstrable evidence of establishing positive relationships with children.	ESSENTIAL
Demonstrable evidence of experience in supporting children in a learning environment.	ESSENTIAL
Experience of preparing resources for children and young people.	ESSENTIAL
Experience of covering whole class lessons in the absence of teaching staff	DESIRABLE

Attitude/approach

Willingness to be professionally discreet and to maintain confidentiality on all school matters.	ESSENTIAL
Willingness to support school residential trips.	ESSENTIAL
Willingness to adopt a flexible approach to all directed tasks.	ESSENTIAL
High levels of initiative and willingness to work independently as well as part of a team.	ESSENTIAL
Proactive approach to learning and adapting practice to meet the needs of individual pupils.	ESSENTIAL