



JOB TITLE: Higher Level Teaching Assistant – Inclusion/Behaviour

REPORTS TO: SENCO
Deputy Headteacher i/c Inclusion

DEPARTMENT: Learning Support Department (SEND)

GRADE: Pay band 6 – Term time only – Actual Salary: £18,844 to £22,367

SUPERVISES: Not Applicable

JOB PURPOSE:

To be responsible for planning and preparing lessons/learning activities appropriate for pupils with SEND, including pupils with SEMH and/or significant behaviour needs; and delivering these to a group/whole class.

To administer independently the school's flexible support provision, including '3-5pm'.

To support the SENCO in meeting the individual learning needs of pupils, providing practical support, advice and mentoring to pupils to support them to develop their social and emotional skills and behaviour for learning in order to achieve success.

Deliver a differentiated curriculum to pupils with additional learning needs.

To manage and supervise pupil behaviour, and contribute to the maintenance of effective school administration/organisation. Some off site working may be required from time to time.

KEY ACCOUNTABILITIES:

To promote actively the School's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place

To maintain awareness of and commitment to the School's Equal Opportunity and Safeguarding (Child Protection) Policies in relation to both employment and service delivery

To fully comply with the Health and Safety at Work Act 1974 etc, the School's Health and Safety Policy and all locally agreed safe methods of work

At the discretion of the Headteacher, such other activities as may from time to time be agreed consistent with the nature of the job described above

To work with colleagues to achieve service plan objectives and targets

To participate in Employee Development schemes and Appraisal (Performance Management) and contribute to the identification of own and team development needs

PRINCIPAL RESPONSIBILITIES/DUTIES

Teaching and Learning

Under the professional oversight of/liaison with a suitably qualified and experienced teacher(s).

- Plan, organise and manage structured learning activities that reflect specific expertise, knowledge of the national curriculum and specific assessed courses e.g. ASDAN, Functional Skills in Mathematics, Functional Skills in English.
- Assess pupil needs using detailed knowledge and specialist skills to support pupil learning, evaluating and adjusting lesson plans as necessary.
- Supervise pupils delivering learning activities to small groups/whole classes of pupils, adjusting activities within the scope of the curriculum in response to pupils' learning.
- Administer independently the school's '3-5pm' (or equivalent) flexible support provision for vulnerable pupils. Some off site working e.g. tutoring or mentoring may be required from time to time.
- Create a structured positive learning environment.
- Support the curriculum plan with learning programmes and differentiated activities.
- Monitor pupil responses to learning through observation and structured assessment against pre-determined learning objectives, evaluating these with recommendations to improve and advance learning for pupils.
- Development of SEN support plans and targeted learning withdrawal objectives.
- Systematically record achievements in lessons, collecting (and reporting when appropriate) evidence of attainment.
- Provide objective and accurate feedback sensitively for pupils, parent etc and produce evidence based reports for a wide variety of audiences.
- Ensure the milestones for achievement are challenging and demanding, adjusting activities as required.
- Provide unobtrusive guidance and support to enable pupils to find answers to questions and tasks set, using knowledge of each pupil's differing levels of development and ability to ensure progression and continuity.
- Implement relevant local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Conduct research to broaden and enrich pupil learning.
- Support the use of IT as a learning aid (including the use of specialist curriculum software), assisting pupils to develop IT competence and independent use of systems.

- Develop and determine the need for specialist equipment, to prepare and maintain these as associated with the specific subject area or curriculum key stage and to take the lead in learning activities associated with the equipment.
- Review/mark pupil work, recording progress and achievement.
- Administer and mark tests, invigilate/support assessments/exams.
- Prepare and design teaching materials (e.g. lesson sheets, handouts).
- Supporting pupils, including those with SEND, individually or in small groups, implementing SEN support plans, using either specialist knowledge or skills in providing such support (e.g. behaviour management) or specific literacy/numeracy differentiation skills.
- Classroom cover supervision for pupils with SEND - including responding to pupils' questions and generally help pupils undertake activities and achieve learning outcomes (may plan/prepare learning activity for cover lesson).
- Supervise pupils using a variety of specialist materials/equipment on or off school premises.
- Establish a clear framework for classroom discipline, anticipating and managing behaviour constructively, promoting self-control and independence.
- Develop and implement strategies for behaviour management.
- Promote positive values, attitudes and good pupil behaviour, dealing with conflicts and incidents.
- Manage pupils who are showing socially unacceptable or challenging behaviour.
- Establishing productive working relationships with pupils using methods to encourage pupil engagement and participation in activities.
- Promote the inclusion and acceptance of all pupils within the classroom.

General School Support

- Be involved in extra curricular activities, (e.g. clubs, activities, trips, open days, presentation evenings).
- Provide clerical and administrative support, e.g. photocopying, typing, filing, collation of pupil reports.
- Report student and school issues in line with the school's policies for health and safety, child protection, behaviour management etc.
- Attend meetings, including with staff, parents and external agencies, as required.
- Attend training sessions as required.
- Be part of the on-call and isolation supervision team, if required.
- Drive the school minibus (if suitably qualified)

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually and may be subject to modification or amendment after discussion.

You will be based predominantly at Springfield School. However, as you will be appointed to The De Curci Trust, you may be required to work in any of The De Curci Trust's academies or in any of the schools/academies that the Trust is supporting as reasonably directed by the CEO. The ability to travel independently between DCT academies/schools is therefore essential.

PERSON SPECIFICATION

CRITERIA

ESSENTIAL CRITERIA

Job Related
Education and
Qualifications
and Knowledge

- NQF Level 3 and/or HLTA qualification and/or significant experience in a relevant discipline
- Good knowledge and understanding of relevant ICT packages, including the school's specialist software/equipment/resources
- Full working knowledge and understanding of range of relevant policies / codes of practice and awareness of relevant legislation

Experience

- Experience of working with young people, particularly in the 11-16 age group
- Demonstrable experience of development, management and operation of school systems likely to have been gained over a period of two years

Skills & Abilities

- Good numerical skills to undertake a variety of tasks, e.g. interpreting pupil achievement data, supporting mathematics
- Good literacy skills to undertake a variety of tasks, e.g. supporting English/literacy, administration, producing correspondence
- Very good ICT skills, e.g. production of reports, correspondence, inputting / updating pupil information
- Able to relate extremely well to children and adults, including professionals from other agencies, e.g. sharing information / messages to other staff, dealing with vulnerable children, providing advice
- Some need to use analytical, judgmental, creative and developmental skills
- Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues
- Able to maintain confidentiality
- Able to work accurately and with attention to detail
- Alertness and concentration, e.g. producing achievement information, teaching resource preparation and drafting correspondence
- Able to undertake short term planning, e.g. managing own workload, managing the work of others, ensuring deadlines are met, planning for school activities
- Able to deal with more complex queries and know when to refer to more senior staff
- Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these
- Able to self-evaluate learning needs and actively seek learning opportunities
- Willingness and ability to travel independently as required
- Energy, optimism, patience, sense of humour, teamwork
- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the School's Equalities Policy

DESIRABLE CRITERIA

- Experience of working with pupils with SEND needs within a relevant service eg. school, youth work or pupil referral unit