

Job Description

Job Title: Higher Level Teaching Assistant (HLTA)

Location: King Edward VII Academy

Job title	Higher Level Teaching Assistant (HLTA)
Salary Scale	Scale F
Hours of Work	Full Time
Weeks Worked	Term Time + 1 (39 weeks)
Responsible to	SENDCo
Location	King Edward VII Academy

Main purpose of the role

The Higher Level Teaching Assistant will work with young people with complex needs including behaviour, SEND, mental health, social and emotional needs to ensure they can thrive in mainstream education.

Providing support with personal and social development; the delivery of academic and needs based sessions that help young people to build the self esteem, skills, and the aspirations they need to successfully engage with mainstream education.

Work with pupils will be delivered in a variety of formats; group work, classroom and one-to-one.

A positive attitude around change and challenge. Committed to finding the best solution for families regardless of the barriers. Committed to family working and making a difference in the lives of children and young people.

Organisational relationships

Reporting to the SENDCo

Line management responsibilities for Teaching Assistants and Classroom Assistants.

Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors and volunteers.

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> ● To plan and deliver a range of interventions that will support the progress of pupils in the academy as directed by the line manager. ● Support the development and review of individual behaviour plans and risk assessments where necessary. ● Coordinate individuals with a range of skills, abilities and support needs ensuring effective flexible support is provided that allows participants to successfully progress into and sustain education. ● Support formal reviews of individual pupils' progress at regular time bound agreed intervals. ● Dealing with behavioural problems and concerns in a consistent and sensitive manner, and in line with the school and trust's disciplinary procedures.
----------------	---

	<ul style="list-style-type: none"> ● Providing ongoing monitoring and support throughout the individual learner's programme in relation to retention, achievement and progression. ● Motivating pupils to attend regularly and punctually. ● Supporting and guiding the learner in order for them to be able to make their own informed decisions and choices. ● Contribute to the PSHE and extra-curricular programme by devising appropriate group sessions or planning external delivery through key contacts as required. ● Provide support, guidance and training for other team members when necessary and support with queries and problems as required. ● To ensure protection of vulnerable pupils and follow safeguarding and risk assessment procedures as appropriate where issues of concern are presented in line with KCSiE and any other statutory guidance.. ● To create resources/materials to assist in the participant's progress ● To support individuals with self-care skills and hygiene awareness if required. ● Liaise effectively with the DSL to ensure that pupil safeguarding needs are addressed as required. ● Undertake student testing and induction as required. ● Commit to embedding equality, diversity and inclusion in all activities. ● Provide specialist support to key groups of pupils as identified by the school including, but not limited to, the more able, those with an identified SEND and those for whom English is not their first language. ● Working with children with Speech and Language Difficulties.
Administration	<ul style="list-style-type: none"> ● Carrying out administrative duties with attention to detail. ● Ensure learner files are kept in good order, documents are appropriately completed, signed and dated as required. ● Ensure pupils are given copies of documents as necessary. ● Effectively attend to any audit issue raised, ensure that issues are not repeated and ensure that all files are in good order. ● Report and record any safeguarding concerns in line with Trust policies.
Stakeholder Engagement	<ul style="list-style-type: none"> ● Liaise with external agencies to ensure strategies for supporting pupils can be put in place as appropriate. ● Liaise with Academy colleagues to ensure support plans are effectively put in place as appropriate. ● Liaising with academic staff, parents and carers and outside agencies, regarding the progress of individual pupils to form a basis for reviews. ● To work with managers and colleagues of the participants to ensure positive relations are established.
Personal Development	<ul style="list-style-type: none"> ● To take responsibility for own development in accordance with the needs identified through appraisal. ● Attend staff training, meetings or conferences as required.
Other	<ul style="list-style-type: none"> ● Act professionally, prudently and in the interests of the organisation at all times. ● Carry out any other duties as may reasonably be required by your Line Manager. ● Commitment to equality, diversity and inclusion.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal or line manager. |
|--|---|

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy.

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Level 2 qualification in Maths and English ● NVQ 2 or equivalent in teaching assistance or equivalent experience 	<ul style="list-style-type: none"> ● Relevant Level 3 qualification ● Specialist Support for Teaching and Learning Diploma ● HLTA Level 4 qualification ● Thinking Reading Training or equivalent ● First Aid qualification
Experience	<ul style="list-style-type: none"> ● Significant experience in working with vulnerable young people with SEND/MH ● Confidence to work effectively and assertively with young people, external agencies and parents/carers ● Accuracy and precision in written presentation ● Good ICT skills ● Creative approach to problem solving ● Effective time management and prioritisation skills ● Ability to work autonomously using own initiative and able to make judgements on when to adjust support ● To be flexible, adaptable, creative and willing to work outside term time 	<ul style="list-style-type: none"> ● Experience working with children with Speech and Language Difficulties.
Professional Skills and Attributes	<ul style="list-style-type: none"> ● Effective communication, interpersonal, presentation and organisational skills ● Ability to work with a range of stakeholders ● Ability to provide a differentiated support service to pupils ● Commitment to safeguarding and promoting the welfare of pupils ● Commitment to personal professional development 	

This Job Description may be subject to modification or amendment at any time after consultation with the Post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the Post holder's professional responsibilities and duties.

Signature

Date

Name