

Job Description

Service:	Education
Location:	Colindale Primary School
Job Title:	Higher Level Teaching Assistant – level 4
Grade/salary:	G - £33,957 - £37,443 FTE £29,733 - £32,786 Pro-rata
Hours	8.30- 4pm Term time only (with 30 minutes for lunch) + 1 hour per week training
Reports to:	Headteacher/Assistant Head for Inclusion

1. Purpose of Job:

The key focus of the Higher Level Teaching Assistant (HLTA) at Colindale Primary School is to assist the Headteacher and SENCO

- In coordinating the team of Teaching Assistants and Special Needs Assistants, to provide a consistently high level of support for teachers and for learners across the school, including pupils with additional needs within the
- mainstream school and additionally resourced provision (ARP)
- In managing, supervising, promoting, developing and guiding the team of Teaching Assistants and Special Needs Assistants across the school.
- With providing advice and guidance to the team of Teaching Assistants and Special Needs Assistants on effective strategies to support and enable all learners to make good progress.

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.

To plan, prepare and deliver curriculum learning objectives for individuals/groups or for whole classes.

To provide cover for staff absences when needed.

To monitor pupils and assess, record and report on pupils' achievement when needed.

2. Key accountabilities/duties/responsibilities:

Support for the Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning

- Establish productive working relationships with pupils, acting as a role model and setting expectations
- Develop and implement Education, Health and Care Plans and/or other support plans, as required
- Liaise with therapists. Ensure programmes of therapy are implemented by the team of Special Needs Assistants. Ensure all therapy programmes are up-to-date, safely stored and readily available
- Ensure specialist equipment is safe and well-maintained and make up orders for equipment and ensure it has been delivered and unpacked
- Drawing up timetables and arranging cover for absent Special Needs Assistants and Teaching Assistant ensuring essential health and safety needs are covered (e.g. therapy, toileting, swimming, playtimes, lunchtimes – including feeding.)
- To ensure all safety equipment is in good working order e.g. minibus restraints and Special Needs Assistants up-to date with all relevant training.
- To offer support with hoisting and movement and handling having attended a manual handling of people course and sessions with a back care adviser
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others, promote independence and employ strategies to recognise and reward achievement of self-reliance
- Promote safe working practices and be a good role model to the team of assistants
- Provide feedback to pupils in relation to progress and achievement

Support for the Teacher

- Organise and manage the appropriate learning environments and resources.
- Within an agreed system of supervision, plan teaching and curriculum learning objectives and deliver, evaluate and adjust lessons/work plans as appropriate. This will include production of lesson plans and worksheets
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined curriculum learning objectives
- Provide objective and accurate feedback and reports, including end of year reports, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

- Record progress and achievement in lessons/activities systematically, providing evidence of range and level of progress and attainment
- Work within the school's behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Support the role of parents/carers in pupils' learning and contribute to/lead meetings with parents/carers to provide constructive feedback on pupil progress and achievement
- Administer and assess/mark tests and invigilate tests if needs be.

Support for the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Deliver local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aids, resources and equipment.
- Provide cover for staff absences when needed- Special Needs Assistants and Teaching Assistant and Teachers.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils

- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Supervise pupils on educational visits, trips and out of school activities as required.

Line Management Responsibilities

- Under the supervision of the SENCO, manage the planning and direction of the work of the team of Teaching Assistants and Special Needs Assistants, liaising with teaching staff and other colleagues to ensure adequate levels of support are available
- Assist in the development and implementation of policies relating to Teaching Assistants and Special Needs Assistants
- Hold regular team meetings with managed staff.
- Represent Teaching Assistants and Special Needs Assistants at appropriate meetings such as staff and business meetings.
- Work closely with the Senior Mealtime Supervisor, monitoring the quality of lunchtime support, delivering training and supporting mealtime supervisors to meet individual pupil needs.
- Contribute to the recruitment process of Teaching Assistants and Special Needs Assistants and undertake induction, training and mentoring for other Teaching Assistants and Special Needs Assistants, as appropriate.

3. Promotion of Corporate Values

To ensure that customer care is maintained to the agreed standards according to the council's values. To ensure that a high level of confidentiality is maintained in all aspects of work.

4. Flexibility

The jobholder may be required to carry out other reasonable duties commensurate with the grade, as requested by line manager.

This job description is not exhaustive and may change as the post or the needs of the Council develop. Such changes will be subject to consultation between the post holder and their manager and, if necessary, further job evaluation.

5. The Council's Commitment to Equality

To deliver the council's commitment to equality of opportunity in the provision of its services. All staff are expected to promote equality in the work place and in the services the council delivers.



PERSON SPECIFICATION

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Reports to:	Headteacher/SENCO

Knowledge, training and experience
<ul style="list-style-type: none"> • Educated to GCSE Grade A-C in English and Mathematics or equivalent • Higher Level Teaching Assistant (HLTA) qualification or equivalent • Significant experience of working as a Level 3 Teaching Assistant or similar role • Working at or towards the National Occupational Standards (NOS) for Higher Level Teaching Assistants or equivalent • NVQ 3 in Supporting Teaching in Learning • Comprehensive knowledge of the national curriculum and relevant school policies • Basic IT skills, such as Internet browsing and accessing email • Additional knowledge in specialist area or particular learning area (such as sign language, ICT, bi-lingual) • Knowledge of how to apply individual Education, Health and Care Plans and/or other support plans • Knowledge of relevant policies and procedures such, as child protection, special educational Needs, health and safety, managing behaviour, marking and positive handling • Awareness of physiotherapy, occupational therapy/speech/language therapy and the ability to delivery any special interventions that are required

<ul style="list-style-type: none"> • Knowledge and experience of supervising a team of support staff. • Has participated in a range of relevant training
Skills
<p>Planning, organising and controlling skills</p> <ul style="list-style-type: none"> • Work under the guidance of the Deputy Head, SENCO and class teacher when required • Carry out a wider range of duties that are generally specific in nature, for example preparing the classroom or resources for an activity, recording pupil data, displaying pupils' work, marking pupils work to school standards, as well as those specific for pupils with SEND. • Plan for and provide curriculum learning objectives and teaching programmes as directed by the teacher, subject lead or other senior member of staff, differentiating and adapting programmes to suit the needs of the allocated pupil(s) • Plan and evaluate specialist curriculum learning objectives with the teacher, writing reports and records as required • Supervise other support staff • Provide planned or unplanned cover of teacher/classes, managing the learning environment and pupil behaviour
<p>Communication and influencing skills</p> <ul style="list-style-type: none"> • Provide information to colleagues, parents / carers within defined guidelines • Use language and concepts appropriate to the child's age, stage of development, and culture • Build and maintain effective working relationships with parents/carers, colleagues and other professionals to ensure the appropriate level of service is provided • Communicate effectively in various forms to the team of Teaching Assistants and Special Needs Assistants. • Support the Deputy Head and SENCO in the induction of new Teaching Assistants and Special Needs Assistants.
<p>Initiative and Innovation skills</p> <ul style="list-style-type: none"> • Under the guidance of the teacher, work with individual or small groups of pupils or whole classes by supervising and encouraging their participation in tasks and activities • Work within and comply with a range of school policies and procedures, including safeguarding,

child protection, health, safety and security, special educational needs, equal opportunities, behaviour, marking, confidentiality and data protection

- Use initiative and make decisions to:
 - Guide and support pupils in their personal, emotional and social development reporting problems to the teacher as appropriate
 - Use teaching and curriculum learning objectives to plan, evaluate and adjust lesson/work plans as appropriate
 - Provide the teacher with feedback on pupil progress, achievements and problems
 - Support the teacher in managing pupil behaviour
 - Provide feedback to pupils in relation to attainment and progress
 - Deliver learning activities to pupils within agreed system of supervision, amending approach according to pupil responses/needs
 - Deliver local and national learning initiatives and make effective use of opportunities provided by other learning activities to support the development of pupils' skills
 - Assist with the supervision of pupils outside of lesson times, such as at lunchtime and playtime
 - Assist with organising and supporting school medical visits, educational visits and special events

(The above examples are not exhaustive)