

HIGHER LEVEL TEACHING ASSISTANT (HLTA)

This job description is subject to regular periodic review and may be changed, through consultation, in accordance with the development needs of PHOENIXPLACE and/or the post-holder.

Post:	Higher Level Teaching Assistant (HLTA)
Salary:	PP - Independent Salary Scale: Grade 6 (£26,075 - £28,412 pro rata)
Reporting to:	SEN Lead: Assessment and Outcomes
Contract type/hours:	Part Time (4 days: Tues - Fri) - Term time only
Line Management of:	Teaching & Learning Support Assistants (if applicable, assisting SEN Lead)
Work in partnership with:	Support may work with and receive instruction from a number of staff members, i.e. SEN Lead, Class Teachers, Therapists, etc.

School Context

We are a specialist school that supports young girls with various needs eg SEN, mental health. Candidates understand that the role can be challenging on a day to day basis, dealing with complex emotional and behavioural needs of our students. It is essential that candidates applying for this role have some experience of applying de-escalation strategies and where needed positive handling/restraint techniques. However, the school will provide ongoing training.

Safeguarding: PhoenixPlace is committed to safeguarding and protecting the children and young people that we work with. We have a strong safeguarding culture and expect applicants to continually develop their practice in this area. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. Professional references will be sought prior to commencement of this post.

Main Purpose

The Higher Level Teaching Assistant will:

- Undertake work and responsibilities in line with the Standards for Higher Level Teaching Assistants
- Contribute at a higher level in supporting pupils' education.
- Work with greater autonomy in advancing pupils' learning, for example, in identifying suitable materials and managing tasks within the framework set by the teacher or SEN Lead.

The role will require some teaching under the direction of a SEN Lead, Head of Teaching, Learning and Assessments (T&LA) and/or subject leads as well as responsibility area

Duties and Responsibilities:

- Deliver learning activities for individual pupils or groups to advance pupils' learning.
- Work under the direction and supervision of the SEN Lead, Head of T&LA and/or allocated teacher to plan and prepare work to deliver subject specific lessons to small groups and/or for intervention
- To assess and report on the progress and attainment of pupils.
- Take specific responsibility for the management and development of key areas within the school and/or management of other teaching support staff, including the allocation and monitoring of work, appraisal and training (under the direction and supervision of the SEN Lead)
- Undertake exam invigilation, as required.
- Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies, systems and procedures within the school.

Teaching & Learning

- Co-ordinate, teach and assess in an area of specialism, depending upon own skills.
- Undertake small group teaching, within literacy or numeracy at KS3 and KS4 eg functional skills.
- Liaise with subject leads/departments on a regular basis in order to develop effective partnership working.
- Provide one to one subject specific sessions/interventions with selected students.
- Liaise with SEN Lead to ensure access arrangements and provision is suitable for learners
- Provide feedback on the effectiveness of provision and intervention strategies.
- Report to class teachers/home for students involved in intervention.

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- Attend appropriate CPD, training sessions and meetings so as to extend expertise within the school.
- Contribute to a programme of support for a student that may, at times, take place outside of school.
- To carry out any other duties required by the SEN Lead/class teacher/SLT which is within the scope of this post.

Responsibility area

- TBC at interview based on school needs

Behavioural and Pastoral

- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work cooperatively with others
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.
- To act as a Form Tutor/assistant where needed
- Contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Safeguarding

The postholder will be committed to the safeguarding and promotion of the welfare of children and young people.

Comply with the policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, equal opportunities, reporting all concerns to an appropriate person/s.

Confidentiality

You should work within the rules of the Data Protection Act 2018 and adherence to GDPR when handling personal information.

Private and personal information about all students and any person working for the school, in whatever capacity, should remain confidential and available only to those with a clear 'need to know'. You must not discuss school business, students or colleagues in public places or with others outside work.

The post holder must read and sign that they have read and understand the schools following documentation

- Confidentiality Policy
- Staff Code of Conduct
- Safeguarding Policy
- Keeping Children Safe in Education
- Management of Behaviour Policy

(changes to any of these policies including any updated addendums, will be communicated to staff as they arise. Staff must read confirm their understanding of these updates as directed by the Head)

Professional development

- Take part in the school's JPR/appraisal procedures

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Person Specification

Higher Level Teaching Assistant:

Criteria
Qualifications and Training
<ul style="list-style-type: none">• GCSE Grade C or equivalent in English and Maths• Level 3 Certificate in Supporting Teaching and Learning in Schools or equivalent qualification• HLTA qualification or commitment to undergo training after probationary period• Training in relevant learning strategies e.g. literacy and safeguarding
Experience
<ul style="list-style-type: none">• Experience of working in a challenging classroom environment• Experience of teaching small groups/individuals• Experience of supporting students through accredited subjects (eg Functional Skills, GCSE)• Experience of working with students with behavioral, emotional and social difficulties• Experience of planning and monitoring progress of individual/small groups
Skills and knowledge
<ul style="list-style-type: none">• Good understanding of a child/young person's development, needs and learning processes.• Good level of skills in planning and teaching small group sessions• Ability to form and maintain appropriate professional relationships and boundaries with children and young people.• Excellent interpersonal skills both in working relationships with young pupils and in forming effective professional relationships with a wide range of contacts.• Good written and verbal communication skills: able to communicate effectively with all children, young people, families and carers• Demonstrable IT skills and ability to use them as part of the learning process, or, the ability to develop IT skills in a reasonable timeframe.• Good organisational and time management skills• Strong behaviour management skills
Personal qualities
<ul style="list-style-type: none">• Empathy and understanding of students needs• Ability to maintain a professional manner in challenging situations.• Commitment to delivering high quality teaching and learning opportunities for every student.• Commitment to inclusive practice.• Have high expectations of self, students and a commitment to raising standards of achievement and attainment• Flexible, adaptable and self motivated• A genuine concern for the happiness and welfare of both students and staff• Resilience• Able to develop effective relationships with staff, students and parents/carers.• Able to exercise discretion and judgement.• Commitment to maintaining confidentiality at all times• Ability to use own initiative and work flexibly.