

## JOB DESCRIPTION

<b>Post Title: Higher Level Teaching Assistant</b>	<b>Director/Service/Sector</b>		<b>Office Use</b>
<b>Grade: Band 5</b>	<b>Workplace: Kylloe House</b>		<b>JE ref: 3402</b> <b>HRMS ref:</b>
<b>Responsible to: Deputy Head of Education/Centre manager.</b>	<b>Date: May 18</b>	<b>Manager Lever:</b>	
<b>Job Purpose:</b> <ul style="list-style-type: none"> <li>• All aspects of the job description are to be carried out within a system of supervision by qualified teachers.</li> <li>• To complement teachers' delivery of the national curriculum and contribute to the development of other support staff, pupils and school policies and strategies.</li> <li>• To work collaboratively with teaching staff and care staff, assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.</li> <li>• To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils (e.g. SEN, EAL, GT, all underachieving groups), by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.</li> <li>• To work in conjunction with Care staff in developing and working with in care plans</li> <li>• To work as a part of a whole service team</li> <li>• To support young people within the learning environment and within their living setting of the secure Home</li> </ul>			
<b>Resources</b>	<b>Staff</b>	None	
	<b>Finance</b>	To maintain financial records on unit in line with financial regulations	
	<b>Physical</b>	To undertake CALM techniques in line with NCC County policy	
	<b>Clients</b>	Shared responsibility for young people	
<b>Duties and key result areas:</b> <p><b><u>Planning</u></b></p> <ul style="list-style-type: none"> <li>• Plan and prepare lessons with teachers, participating in all stages of the planning cycle, including lesson planning, evaluating and adjusting lessons/work plans.</li> <li>• Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.</li> <li>• Contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with schools policies and procedures.</li> </ul>			

### **Teaching and Learning**

- Within an agreed system of supervision and within a pre-determined lesson framework, teach whole classes.
- Provide detailed verbal and written feedback on lesson content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.
- Motivate and progress pupils' learning by using clearly structured, interesting teaching and learning activities.
- Support the teaching of the National Literacy Strategy, e.g. by delivering the ALS, ELS, FLS and Progress units to groups of pupils, support the teaching of the National Numeracy Strategy and assist pupils to access the full curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom.
- 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 in cooperation with others
- In accordance with arrangements made by the headteacher, progress pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes where the assigned teacher is not present, in line with regulations and guidance under Section 133 of the Education Act 2002 and STPCD 2003.
- Organise and safely manage the appropriate learning environment and resources
- Promote and reinforce children's self esteem and independence and employ strategies to recognise and reward achievement of self-reliance
- Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language
- Support the role of parents in pupils' learning and contribute to/lead meetings with multi agencies to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

### **Monitoring and Assessment**

- With teachers evaluate pupils' progress through a range of assessment activities.
- Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
- Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.
- Assist in maintaining and analysing records of pupils' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.
- Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

### **Mentoring, Supervision and Development**

- Manage other teaching assistants and undertake recruitment, induction, appraisal, training and mentoring for other teaching assistants.
- Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking formal training.
- Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools/vocational providers.
- Support and guide other less experienced teaching assistants' work in the classroom when required and lead training for other teaching assistants.
- Contribute to the overall ethos, work, aims of the school/home by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

### **Behavioural and Pastoral**

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on mobility.
- Provide support and assistance for children's pastoral needs, for example, dressing, caring for sick, injured or distressed children.
- Provide physical support and maintain personal equipment used by the children at the school. Administer medication as agreed.
- Foster and maintain constructive and supportive relationships with parents/carers/multi agencies ,exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting their exit strategy.
- Supervise pupils at break/lunch time and plan and organise out of school clubs/ activities.
- 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.

#### Other

- Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.
- To promote the safeguarding of children
- To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner
- To undertake other duties appropriate to the post that may reasonably be required from time to time
- Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.
- To work collaboratively with the Care staff team in managing behaviour and care plan for young people
- To work as part of a child's care team
- To provide cover where necessary to ensure the smooth running of the School/Home as directed
- To participate and become verified in CALM(Crisis and Aggression Limitation Management) techniques and will meet all the requirements of the application of CALM in Kyles House.This would also mean the ability to respond to any need for physical restraint of young people.
- This is an essential requirement of the job and would require good physical fitness and mobility to participate in all aspects of CALM.

- To contribute to assessing risk within subjects and room areas and contribute to the risk assessment process.
- The post is not term time only and requires the flexibility to work after school and during school holidays.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

#### **Work Arrangements**

Transport requirements:  
Working patterns:  
Working conditions:

## PERSON SPECIFICATION

<b>Post Title: Higher Level Teaching Assistant</b>		<b>Director/Service/Sector: Children’s Safeguarding</b>	Ref:
<b>Essential</b>		<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>			
<ul style="list-style-type: none"><li>Meet HLTA standards or equivalent qualification or experience.</li><li>Hold relevant qualifications at a level equivalent to or at least NVQ level 3</li><li>Demonstrable levels of numeracy &amp; literacy equivalent to GCSE (A-C) or NVQ Level 3 (or by test).</li><li>Attend induction training as appropriate and training relevant to the post, including behaviour management and Child Protection training.</li><li>Training in relevant learning strategies e.g. literacy.</li><li>Understanding of Safeguarding and child protection</li></ul>		<ul style="list-style-type: none"><li>Previous knowledge and qualification related to working in a Residential setting with young people</li><li>Previous knowledge of working in a secure children’s setting</li><li>Understanding of the Children’s Homes Reg/Standards</li><li>Understanding of Ofsted grade descriptors in respect of Children’s Homes and Education attainment</li></ul>	
<b>Experience</b>			
<ul style="list-style-type: none"><li>A minimum of two years’ experience of working with children (either paid or unpaid capacity) preferably in an education setting.</li><li>Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.</li><li>Understanding of behaviour management strategies.</li></ul>		<ul style="list-style-type: none"><li>Knowledge of the requirements of the national literacy and numeracy strategies.</li><li>Knowledge &amp; understanding of the National Curriculum including the literacy and numeracy strategies.</li><li>Understanding of First Aid procedures.</li><li>Experience of working with young people in residential homes including secure</li></ul>	
<b>Skills and competencies</b>			
<ul style="list-style-type: none"><li>Effective oral and written communication skills.</li><li>Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts.</li></ul>		<ul style="list-style-type: none"><li>Working within a therapeutic model of care</li><li>De-escalation skills in managing behavioural challenges</li></ul>	

<ul style="list-style-type: none"> <li>• Good organisational and time management skills.</li> <li>• Team building</li> <li>• Sound IT skills to support learning and maintain electronic information systems.</li> </ul>		
<b>Physical, mental and emotional demands</b>		
Emotional resilience to work with young people in a secure children's home Able to meet requirements of CALM		
<b>Other</b>		
	Clean driving licence	

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits