Job Description- Higher Level Support Assistant

Post Title	Higher Level Support Assistant
Salary Grade	N6
Job Evaluation Code	AA304
Reporting to	Line Manager
Responsible for	Support Assistants

Job Purpose (including main duties and responsibilities)

- To support and assist teachers. To raise standards of pupils' achievement and to undertake a range of teaching and learning activities under the professional direction and supervision of a qualified teacher, in line with the school's policies and procedures.

The following list is typical of the level of duties which the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

General

- To help pupils make progress in a range of settings, including working with individuals, small groups and whole classes where the assigned teacher is not present.
- To be aware of national frameworks, typical curricular and teaching methods and expectations in the relevant key stages or phases and make effective use of other learning activities to support the development of pupils' skills.
- To organise and manage safely the physical teaching space and resources for which they are responsible.
- To support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement, etc.

Pupil Support

- Within an agreed system of supervision, to plan challenging teaching/learning objectives and deliver learning activities to pupils, making adjustments according to pupil responses/needs, as appropriate.
- To select and prepare teaching resources that meet pupils' needs and interests.
- To support teachers in evaluating pupils' progress through a range of monitoring and assessment activities.
- To maintain and analyse records of pupils' progress.
- To provide feedback to pupils and colleagues on pupils' learning and behaviour.

Pupil Support

- To communicate effectively and sensitively with pupils to support their learning.
- To develop and implement Individual learning plans and assess the needs of pupils, using detailed knowledge and specialist skills to support pupils' learning.
- To respond to pupils' individual needs and promote inclusion and acceptance of all pupils in the classroom.

School support

- Under the supervision of the Headteacher or other designated teachers to support the appraisal process of Learning Support Assistants by setting and reviewing objectives.
- Following the school guidelines for absent teachers, provide cover for lessons under the agreed system of supervision.
- To undertake planned supervision of pupils' out of school hours learning activities and supervise pupils on visits and trips.
- To manage and supervise other support assistants in the classroom.
- To follow the school policy documents, curriculum planning and individual pupil support plans.
- To establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To attend meetings and engage in development activities/training as required by the school.
- Assist in maintaining a healthy, safe and secure environment for pupils within and outside the classroom to act in accordance with the school's policies and procedures.

Welfare and other duties

- To take shared responsibility for the creation of a safe environment for pupils within and outside the classroom.
- Supervise pupils to ensure their safety across school.
- To provide personal and intimate care and support medical needs of identified pupils, as appropriate, in line with the intimate care policy.
- Provide general care and welfare by responding appropriately to the social, emotional and physical needs of pupils. This will include implementing relationship support plans, responding to incidents relating to behaviours of concern, attending to sick or injured pupils.
- Administer medication to pupils in accordance with the school's policy and procedures (only where the post holder has agreed to be the named volunteer for this task and has been appropriately trained).
- Modelling the school and Trust values of Kindness, Integrity, Aspiration and Resilience at all times, whilst actively promoting equal opportunities and anti-discrimination policies.
- To promote and implement the school's Equality Policy in all aspects of employment and service delivery.

Child protection and safeguarding

- Responsible for promoting and safeguarding the welfare of children and young people they are responsible for or come into contact with (following school/trust procedures and KCSIE).

General Information

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

This job description is current at the date shown, but in consultation with you may be changed by the CEO to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

PERSON SPECIFICATION – Higher Level Support Assistant

Method of Candidate Assessment:

A = Application
I = Interview
R = Reference
Q= Qualification
T = Task

Essential	Desirable	Ass/essment
Knowledge and Experience		
Able to demonstrate professional competencies within the HLTA Standards.	Experience of integrated working.	I/R/T
Experience of working with children of relevant age in a learning environment.	Supervision of classroom support staff and experience of managing a small team.	A/Q/I
Experience of managing pupil behaviour and supervising pupils under an agreed system of supervision and processes for integrated working.	Experience of supporting the performance management of colleagues.	A/I/T
Experience of successfully implementing national curriculum and other relevant learning programmes or strategies.		A/I/R/
Experience of advancing pupils' progress in a range of classroom settings, including working with individuals, small groups and whole classes.		A/I/R/T
Experience of producing lesson plans and resources and of assessing pupil's progress.		A/I/R/T
Experience of administering, assessing and marking tests.		A/I/R
Working knowledge of school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning and other integrated working processes.		I/R
Understanding of classroom roles and responsibilities.		I

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Qualifications and training		
5 GCSEs Grade C+/4+ (or equivalent) including Maths and English.		A/Q
NVQ Level 4 DfE recognised Teaching Assistant SEND Assistant, EYFS or Childcare qualification or higher qualification with relevant experience.	Higher Level Teaching Assistant Status.	A/Q
Training in relevant learning strategies and specialist knowledge in particular curriculum areas.	Willingness to undertake first aid and medication training. Current Driving Licence. Willingness to undertake minibus driver training.	A
Skills and Key Criteria		
Specialist skills or training in curriculum or learning area, e.g. behaviour management, SEN, individual subject areas.		A/I/R
Excellent ICT skills and the proven ability to use them effectively to support learning.		A/T
Good understanding of child development and learning processes.		A
Good working knowledge of relevant policies, codes of practice and legislation within a classroom setting and a good understanding of the statutory framework relating to children's learning, well-being and child protection.		I/R
Able to take a lead role in co-ordinating reviews of pupil's progress including liaising with other agencies as appropriate.		I/R
Able to participate in planning, monitoring and assessment arrangements in partnership with the class teacher.		I/R
Able to work with minimal supervision.		I/R
Able to organise, lead and motivate a team and to work constructively as part of a team.		I/R

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Able to relate well to children and adults and in particular able to establish positive relationships with pupils.		I/R/A
Able to take a responsive approach to children's needs to help address barriers to learning and well-being.		I/R
Able to respond positively and effectively to unexpected problems and situations.		I/R
Excellent communication and inter-personal skills		I/R
Ability to maintain confidentiality		I/R
Understanding of principles of child development and learning processes.		I
Personal Attributes		
A supportive and co-operative team member with a flexible approach	Ability to work outside normal trust hours if the need arises.	I/R
Highly motivated showing resilience and reliability		I/R
A positive attitude and commitment to equality		I/R
Ability to manage change and meet competing deadlines		I/R
Ability to travel to trust academy locations as required		I
Equal Opportunities		
Should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the trust.		I

Safeguarding		
Commitment to the protection and safeguarding of children and young people.	Have an up to date knowledge of relevant legislation and guidance in relation to safer working practice for those staff working with children and young people in an education setting.	A/I