HIGHER LEVEL TEACHING ASSISTANT

Job Description:

Post Title: Higher Level Teaching Assistant - Grade 4 (SCP 26-28)

Accountable to: Executive Headteacher

Reporting to: Assistant Head responsible for Access & Inclusion and/or Head of School.

Responsible For: Emotional and Behaviour Support for Vulnerable Pupils and their Families

Core Purpose of the Post:

The role of the HLTA for Behaviour is to work with the Assistant Head responsible for Access & Inclusion to positively impact upon pupils exhibiting behaviour which is adversely affecting their attendance, progress and attainment at school and/or the education and safety of other pupils.

They will be responsible for the organisation and delivery of high quality behaviour support for vulnerable pupils and their families. They will proactively contribute to the provision of learning for these pupils in collaboration with class teachers. They will be part of the team that will support families by improving communication and links between home and school.

The HLTA for Behaviour will:

- Meet all the Higher Level Teaching Assistant standards (Appendix II of Guidance for School’s Higher Level Teaching Assistants);
- Support identified pupils with emotional and behavioural needs through the planning and delivery of 1:1 or group programmes, or supporting in class where appropriate;
- Co-ordinate their caseload with the Assistant Head responsible for Access & Inclusion Manager within the school’s wider support team and contribute to the writing of the school’s Provision Map;
• Assess the needs of identified pupils and their families and be part of the team that offers support, advice and guidance with parenting and behaviour management issues as required through engaging with parents/carers at the start and end of the school day, regular meetings, support programmes and through making and developing contacts;
• Liaise with school staff regarding the interventions and support in place for identified pupils;
• Prepare and complete referral paperwork, under the guidance of the Assistant Head responsible for Access & Inclusion to access support from external agencies and to signpost parents/carers to other sources of support;
• Write reports for, attend and liaise with professionals regarding Team Around the Child/Family meetings;
• Undertake safeguarding responsibilities on behalf of the Executive Head and Head of School;
• Work with vulnerable children and their families as a pre-emptive measure in order to reduce the risk of exclusion due to challenging behaviour;
• Plan, prepare and deliver lessons and assess, record and report on development, progress and attainment;
• Work independently with individuals and groups of pupils;
• On occasion, work independently with whole classes of pupils in the short-term absence of teacher to deliver the learning that has been planned, should the need arise;
• Contribute to the overall ethos, work and aims of the school

Specific Duties:

Support for Pupils and Families:

• Use detailed knowledge and specialist skills to support pupils’ behaviour and behaviour for learning, following the school’s behaviour policy;
• Establish productive working relationships with pupils, acting as role model and setting high expectations;
• Communicate with parents/carers regularly regarding pupils’ behaviour and academic progress and report to the Assistant Head responsible for Access & Inclusion;
• Develop understanding of the special educational needs of pupils and liaise with the Assistant Head responsible for Access & Inclusion, SEND Team and class teachers to ensure they have appropriate access to the lessons and relevant resources;
• Promote the inclusion and acceptance of all pupils within the classroom;
• Support pupils consistently whilst recognising and responding to their individual needs;
• Encourage pupils to interact and work co-operatively with others and engage all pupils in activities;
• Attend reintegration meetings for any pupil who has been excluded for a fixed term;
Teaching and Learning:

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs;
- Assist in the preparation of lesson materials and planned activities, including one-to-one session to meet the needs of vulnerable pupils where agreed by the Head of School and Assistant Head responsible for Access & Inclusion;
- Produce lesson plans, evaluations of intervention, etc.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Where appropriate, deliver out of school learning activities within guidelines established by the school;
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class;
- Take responsibility for the development and monitoring of the curriculum provision for identified pupils, liaising appropriately with subject co-ordinators, class teachers, Phase leaders and report to the Assistant Head;
- Develop behaviour support and parenting programmes with the team to meet the needs of pupils behavioural development
- Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of skills;
- Support the use of IT in learning activities and develop pupils’ competence in its use;
- Challenge and motivate pupils, promote and reinforce self-esteem;
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.

Professional Knowledge and Understanding:

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Communicate information from external agencies to teachers and other staff, as appropriate
- Lead meetings with parents/carers, with the agreement of the Access & Inclusion Manager and/or Designated Person for Child Protection, and liaise sensitively and effectively with them to both gather or feedback information as required
- Attend meetings with professionals and parents as necessary;
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person;
• Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
• Contribute to the overall ethos/work/aims of the school;
• Take the initiative as appropriate, to develop appropriate multi-agency approaches to supporting pupils;
• Supervise pupils on visits, trips and out of school activities, particularly those with social, emotional and behavioural difficulties, in order to ensure inclusion, as required;
• Undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job;
• Help pupils to access learning activities through specialist support;
• Determine the need for, select, prepare and maintain general specialist resources.

Leading and Managing Staff:

• Lead and manage other teaching assistants, who work within the Behaviour Support Team;
• Liaise between leaders, teaching staff and teaching assistants;
• Hold regular team meetings with managed staff;
• Undertake recruitment, induction, training and mentoring for other teaching assistants in the Behaviour Team;
• Take a lead role, under the direction of the Assistant Head responsible for Access & Inclusion and/or Head of School, in the development and implementation of appropriate behaviour management strategies;
• Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;
• Actively contribute to SEND action planning and evaluate progress towards targets;
• To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training;

Assessment and Reporting

• Record progress and achievement in lessons/activities systematically and provide evidence or range and level of progress and attainment;
• Provide objective and accurate feedback and reports to external agencies and teachers on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
• Be responsible for keeping and updating records in consultation with the Assistant Head responsible for Access & Inclusion, contributing to reviews of systems and records;
• Regularly report progress against targets for identified pupils to SLT and governors
Specific Responsibilities and Tasks:

To:
- Deputise for the Head of School in safeguarding matters;
- Take a lead role in the provision, progress and achievement of pupils with emotional and behavioural difficulties;
- Take a lead role in family liaison;
- Undertake any professional duties reasonably delegated to him/her by the Assistant Head responsible for Access an Inclusion.

NOTES:

- The Local Academy Governing Board and Redditch RSA Academies Trust reserves the right to alter the content of this job description, after consultation, to reflect the changes to the job or services provided, without altering the general character or level of responsibility. It may be amended at the request of the Head or post holder but only after full consultation with the post holder.

- The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Redditch RSA Academies Trust’s Equal Opportunities Policy.

Signed:.................................................................
   Executive Head Teacher

Signed:.................................................................
   Post Holder

Date:.................................................................