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| **Job Description – Prince William School** |
| **Job title:** | Higher Level Teaching Assistant (Cognition and Learning) |
| **Responsible to:** | Special Educational Needs and Disabilities Coordinator  |
| **Liaising with:** | Other support staff, teachers, students, parents/carers, external agencies. |
| **Pay range:** | NJC 8 - 12 |
| **Contract terms:** | 39 weeks per year (term time + INSET days)32.5 hours per week Normal working hours 08:30 – 15:30 Mon - Fri(30 mins unpaid lunch per day)Permanent  |



All staff should be committed to the school and East Midlands Academy Trust’s purpose to provide a relentless focus on great leadership and management and outstanding teaching. East Midlands Academy Trust is committed to support the school leaders, teachers and support staff to be the best they can be.

**Role of the Higher Level Teaching Assistant**

The role of the Higher Level Teaching Assistant is to support the work of teachers by taking responsibility for agreed specific learning activities. This may involve planning, preparing, and delivering learning activities for individuals/groups or short term for whole classes as well as monitoring students and assessing, recording, and reporting on their achievement, progress, and development.

**Key Responsibilities**

* Establish productive working relationships with students, acting as a role model and setting high expectations.
* Promote the inclusion and acceptance of all students within the classroom.
* Implement local and national learning strategies across the curriculum to support the development of relevant skills.
* Help students to access learning by delivering, coordinating, and monitoring small-group withdrawal as required.
* Undergo training as appropriate in order to be able to specialise in the delivery of and monitoring of interventions in one of the broad areas of need.
* Use PPA time to monitor student progress and develop resources within a specialist area.
* Provide support and advice for Teaching Assistants as necessary.
* Line manage some Teaching Assistants as required.
* All HLTAs also take responsibility for one of the four specific areas of need with the purpose of supporting staff and review/deliver interventions. The HLTA with responsibility for Cognition and Learning will also be responsible for lucid screening, dyslexia testing, and implementing phonics and literacy interventions.

**Support for Students and Parents/Carers**

* Oversee the provision for a specific area of need and assist in the development of learning strategies to address these.
* Use specialist skills, training, or experience to support students through a range of interventions.
* Plan, prepare, and deliver learning activities for individuals/groups or short term for whole classes as required.
* Monitor, review and update individual education plans and pupil passports.
* Monitoring students’ progress and assess, record, and report on their achievement, progress, and development.
* Provide feedback to students and parents/carers in relation to progress and achievement.
* Support students consistently whilst recognising and responding to their individual needs.
* Develop and implement programmes of interventions to meet students’ targets as identified within an EHCP and the Provision Map as appropriate.
* Encourage students to interact and work cooperatively with others and engage all students in activities.
* Promote independence and employ strategies to recognise and reward achievement of self-reliance.
* Work to establish supportive relationships with all identified children and families in order to facilitate effective communication and partnership between the academy and home.

**Support for Teachers**

* Liaise with teaching staff to establish an appropriate learning environment using your specific knowledge and strategies relating to targeted students.
* Provide and deliver learning activities for groups of students as appropriate.
* Monitor and evaluate students’ responses to learning activities and feedback to the subject teacher as appropriate.
* Promote positive values, attitudes, and good student behaviour, dealing promptly with conflict and incidents in line with established policy, and encourage students to take responsibility for their own learning and behaviour.
* Be the point of contact for teaching staff for identified students.

**General Requirements**

* Demonstrate awareness of the school’s educational and behavioural policies.
* Adhere to the Staff Code of Conduct, dress code and other policies relating to staff.
* Demonstrate a record of excellent attendance and punctuality.
* Be aware of and comply with policies and procedures relating to safeguarding, health & safety, security, confidentiality, and data protection reporting all concerns to the appropriate person.
* Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop.
* Appreciate and support the work of other professionals.
* Participate in training and other learning activities and performance development as required.
* Participate in the school’s appraisal scheme in order to develop and enhance personal and service performance.
* Any other duties as reasonably requested by the Line Manager or Headteacher.
* All support staff complete some student supervision duties during the students’ break/lunchtime.

**Additional duties**

Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

**Health and Safety**

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and students.

**Safeguarding**

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

**Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, colour, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.

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| Compiled by: **HR**  | Revision Number: v2  |
| Approved by Headteacher: E Dormor | Revision Date \_\_\_/\_\_\_/\_\_\_ |
| Approved by HRBP:  |  |

**East Midlands Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**All appointments are subject to safer recruitment requirements.**

**This post is subject to an Enhanced DBS Disclosure**

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Education and Qualifications** |
| Good level of education to at least 5+ GCSEs at grade 4 – 9 (or equivalent) | **** |  |
| Educated to A level standard (or equivalent) |  | **** |
| Further qualifications  |  | **** |
| Qualifications or training in lucid screening and/or dyslexia testing |  | **** |
| Willingness to be first-aid trained |  | **** |
| **Experience**  |
| Administrative work | **** |  |
| Working with teenagers |  | **** |
| Creating and implementing literacy and/or phonics interventions |  | **** |
| Liaising with a range of adults | **** |  |
| Working in a school environment |  | **** |
| Ability to use a telephone switchboard, Outlook, and other Microsoft software | **** |  |
| Experience in the use of SIMS or Arbor |  | **** |
| **Knowledge and understanding** |
| An understanding of safeguarding policies and procedures | **** |  |
| An understanding of confidentiality  | **** |  |
| **Skills and Attributes** |
| Good administration and organisation skills | **** |  |
| Able to prioritise and meet tight deadlines | **** |  |
| Ability to take initiative when required | **** |  |
| IT literate | **** |  |
| Able to stay calm and professional, even under pressure | **** |  |
| Able to learn new skills | **** |  |
| Able to liaise with a range of adults professionally | **** |  |
| **Personal Qualities**  |
| Cheerful, energetic, and flexible approach  | **** |  |
| Able to work well under pressure | **** |  |
| Excellent interpersonal communication skills | **** |  |
| Ability to work independently and as part of a team | **** |  |
| Hard working and loyal | **** |  |
| Punctual and reliable | **** |  |
| High level of honesty and integrity  | **** |  |
| Strong commitment to children, education, and the school | **** |  |
| **Further requirements** |
| Willingness to work flexible hours on occasion  | **** |  |
| Willingness to undertake training courses that are relevant to the duties of the post | **** |  |
| Supportive of the ethos of the trust and school | **** |  |