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| **Job Title:** | **Higher Level Teacher Assistant (HLTA)** |
| **Responsible to:** | **Class Teacher/Headteacher** |
| **Grade:** | **KR6** |

**Stone Bay School**

**Job Description – Higher Level Teaching Assistant (HLTA) – Level 1**

**37 hours per week – 5 days each week - term time only**

***NB : This post cannot be undertaken on a part time basis.***

Merit Payments are not applicable to this post

Staff who are new to the organisation will be appointed at the bottom of the grade unless there are exceptional circumstances based on business need in conjunction with the breadth and depth of skills and experience offered by the candidate.

**Responsible to**: **Class Teacher/Learning Support Manager**

**Key Tasks/Competencies:**

* Demonstrate an in-depth understanding of the needs of students with ASD and challenging behaviours
* Demonstrate knowledge and competency in approaches to managing challenging behaviours. To act as a role model and establish a clear framework for discipline in line with the school’s policies
* Use detailed knowledge and specialist skills to support students’ learning, establishing productive working relationships, promoting inclusion and working to support students consistently whilst recognising and responding to individual needs. This will ensure equality of opportunity and that learning outcomes are achieved for all students
* Fully understand the requirements of the National Curriculum, Foundation Learning, ASDAN and other relevant learning programmes
* Organise and manage an appropriate learning environment and plan teaching and learning objectives to ensure student progress and development
* Implement the individual education programmes of students thereby contributing to individual student progress
* Understand the school’s assessment procedures and data input processes. To collect and input data, as appropriate, in order to monitor individual student progress
* Administer assessments as required, maintaining accurate records
* Liaise closely with the Communication Team to ensure students’ programmes are implemented and outcomes recorded
* Provide feedback to students in terms of assessment of Learning Objectives
* Be able to devise and implement structured learning activities within and beyond the classroom
* Work collaboratively with Learning Support Assistants (LSAs) in the class and key stage in order to promote **Learning Support Skills and Competencies**
* Ensure that Risk Assessments are carried out appropriately and be involved in the update of individual student Risk Assessments as required due to changes in need and/or behaviours
* Provide teaching cover for teachers in all areas of the school as and when required
* Attend and contribute, as appropriate, to class, key stage and whole school staff meetings including attendance at teachers’ meetings
* Evidence of wider commitment to the needs of the school, e.g. delivering extracurricular activities, mentoring, etc

*Stone Bay School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

**SPECIFIC RESPONSIBILITIES**

1. To work as a part of an inter-disciplinary team under the immediate direction of the class teachers and/or Learning Support Manager.
2. To lead groups, in the absence of a class teacher. This will involve planning lessons and identifying appropriate learning outcomes for all students.
3. HLTAs will be subject to regular teaching observations in line with the school’s observation schedule. Teaching must be to at least a consistently good level, as recorded by the school’s monitoring and evaluation systems.
4. To be a competent ICT practitioner with the ability to plan and deliver daily class programmes and lessons through the use of Interactive Whiteboards (IWB).
5. To participate in the implementation of Individual Education Programmes for students. Recognise and record progress.
6. HLTAs will often be required to lead individual and group activities within the community. Checks will be undertaken before leaving school that Risk Assessments are in place and the content fully communicated to staff, minibus drivers have checked the vehicles before leaving school and that learning objectives for the activity are met and recorded. Duties may include being asked to drive the school mini-bus or taking part in physical educational activities, including swimming. The use of public transport may be involved as students follow independence programmes.
7. To lead groups on educational journeys or other off-site activities such as trips to places of interest, taking students to football, swimming or horse riding.
8. HLTAs are expected to attend Parent Consultation Evenings and other after school events in order to support colleagues and students.
9. Undertake cover responsibility when teaching staff are not present in the classroom and deliver the lesson the teacher has planned, when required. This will often be at short notice and within any area of the school.
10. All HLTAs will be expected to monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives, providing feedback and reports in order to provide evidence of the range and level of progress and attainment.
11. To monitor the school’s Enrichment Curriculum to ensure consistency of programmes and attendance. HLTAs may be required to take the lead of particular Enrichment Curriculum areas (there will be no additional payment for this).
12. To support visiting therapists in carrying out specific programmes. Recording therapy session outcomes as appropriate.
13. To help some students with lifting, dressing, feeding, toileting, showering/bathing and changing students who are incontinent.
14. Duties may also include accompanying students to GP or hospital appointments as required.
15. Supervise students during breaks and lunch times as directed.
16. HLTAs will be expected to complete the Boots Administration of Medication Competency Training, and will administer medication as appropriate completing the required administration sheets.
17. There may be some direct contact with parents regarding individual students. However such contact is normally maintained by each student’s regular class teacher. If liaison does occur it may be in writing, by telephone or through direct contact.
18. To develop professional skills and abilities by taking part in staff training courses provided during working hours. Other training opportunities will be available outside these hours.
19. To respect the confidential nature of all information gained either verbally or in writing.
20. Responsible directly to the Headteacher for the safety and wellbeing of students when left alone with them.

***NB - These duties may be varied to meet the changing demands of the school and these duties may therefore be changed at the discretion of the Headteacher and following consultation with you***

**Stone Bay School**

**Person Specification – Higher Level Teaching Assistant**

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| The postholder should: |
| 1. Have gained or working towards a minimum of the NVQ Level 3 qualification in Teacher Assistance or Care of Children and Young People. 2. Hold GCSE English and Mathematics Level C or above (or equivalent qualifications). 3. Have achieved Higher Level teacher Assistant Qualification or be willing to work towards the qualification following appointment. 4. Possess good numerical skills in order to quantify and understand data. 5. Have successful relevant experience of working with students with learning difficulties within a learning environment. 6. Possess and maintain an excellent attendance record (5% or below over past 12 months) 7. Have a good understanding of child development and how ASD can impact on an individuals’ ability to learn 8. Be able to use initiative where appropriate 9. Be flexible in carrying out a role that may vary from caring for basic needs such as toileting to planning and delivering academic teaching programmes 10. Actively support the interests of students and the school 11. Be willing to learn and put their own time and effort into their own career development 12. Have the capacity to work in all areas of the school   **Personal Behaviours**  ***The post holder will be willing and able to:***   * demonstrate a positive attitude to all aspects of work; to be solution-focused * be self assured, independent, adaptable and flexible * use initiative * demonstrate a desire to do their very best and to want to improve in their profession * show dignity and respect for everyone * demonstrate accountability for their own actions |

**Staff Development Days: Attendance Requirements**

In line with Department of Education requirements, the school allocates 5 days per year as for the purpose of school improvement and school/staff development. The requirement to attend Staff Development Days is incorporated into the contracts of all directly employed staff. This includes mandatory training, as detailed below, and core training. Core training includes such courses as Autism Awareness, Behaviour Management, Makaton, First Aid and Manual Handling.

**If staff are contracted to work 30 hours or more per week they are required to attend all 5 Staff Development Days each year.** This is the case whether they are employed in one post or several (for example, 12 hours LSA and 19 hours RCCO = 31 hours total).

**Part-time staff working less than 30 hours per week are only required to do the number of Staff Development Day hours that match their contracted hours (rounded to the nearest half-day).** For example, someone who normally works 20 hours per week is required to attend 20 hours, which equates to 3 days. If a member of staff is in any doubt about their required attendance, they should speak to their line manager. If there is any dispute about the attendance required, the Headteacher will be the final arbiter.

**Mandatory training**

**Child Protection** training is included as an integral part of Staff Development Days throughout the year. The requirements for this mandatory training are for all staff to attend a course every 2 years.

Additional mandatory and core training events will be arranged for new staff as required.

Further information is contained in the Staff Development Days policy.