

# Special Educational Needs and Disabilities Academies Trust (SENDAT)



## **JOB DESCRIPTION**

<b>JOB TITLE:</b>	<b>HIGHER LEVEL TEACHING ASSISTANT (HLTA)</b>
<b>GRADE/SP:</b>	<b>SP9-13</b>
<b>CONTRACT:</b>	<b>37 HOURS PER HER WEEK/39 WEEKS PER YEAR</b>
<b>WORKING ARRANGEMENTS:</b>	<b>MONDAY TO THURSDAY (INCLUSIVE): 08:00 TO 16:00 FRIDAY: 08:00 TO 15:30 INCLUDES 30 MINUTES UNPAID BREAK EACH DAY  THERE WILL BE AN OPPORTUNITY TO EXPLORE FLEXIBLE WORKING ARRANGEMENTS.</b>
<b>REPORTS TO:</b>	<b>HEAD OF SCHOOL</b>
<b>DATE:</b>	<b>JANUARY 2024</b>

## **CONTEXT**

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust focusing on specialist provision and special schools. Its core aim is to provide for the continuum of special needs across the Eastern region. All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

All new appointments are subject to successful completion of induction and probation training as set out in the SENDAT Probationary Procedure.

## **MAIN PURPOSE OF ROLE**

To help provide a safe and secure educational and caring environment in which children with moderate learning difficulties will receive specialist teaching to develop the self-respect, self-confidence, self-control, self-advocacy, and self-dependence necessary for participation as members of their community.

To support teaching which will promote each student's intellectual, physical, social, emotional, moral, and spiritual development.

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## GENERAL RESPONSIBILITIES:

The HLTA may work independently in whole class, group, or individual situations usually under the general direction of the Class teacher or AHT.

The post holder will be expected to deliver support to individual students and small groups, including interventions and specific areas of vocational learning.

The post holder will be expected to support cover for teachers. This will be to cover short term and medium-term absence of teachers across KS3 at the provision as required. Flexibility is key to fulfilling the requirements of the post.

## KEY RESPONSIBILITIES AND TASKS

Under the general direction of the Class Teacher or AHT:

1. Plan and prepare lessons/interventions for students;
2. Deliver lessons to students;
3. Work with students, either one-to-one or in small groups, making use of specialist skills as appropriate;
4. Provide support for the teacher during lessons, e.g. through directed work on the Literacy or Numeracy strategy and other curriculum areas, or supervising small groups of students whilst the teacher is carrying out other activities;
5. Undertake a range of tasks to support learning e.g. listening to reading, supporting practical activities, supporting literacy/numeracy etc;
6. Demonstrate effective use Trauma Informed Schools (TIS) strategies in supporting and working with students, both in classes and when moving around the Peile Provision and host school;
7. Liaise with and support mainstream class teachers to plan and deliver suitably differentiated lessons for students attending their mainstream classes, for students are also accessing the Peile provision for some subjects;
8. Support individual students in mainstream classes, working under the general direction of the Class Teacher;
9. Assess the development, progress, and attainment of students;
10. Report on the development, progress, and attainment of students, including providing input to preparation for Annual Reviews as required;

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11. Support the Teaching staff and liaise with the Pupil Welfare lead and teaching staff colleagues in the host school in communicating with parents and build constructive home/school partnerships;
12. Attend and contribute to appropriate SEN and other review meetings, if required by the CEO/Headteacher and where appropriate disseminate information to other Learning Support staff;
13. Accompany students on educational trips and visits away from school as agreed with the teacher;
14. Undertake first aid and administer medication in accordance with school guidelines (after training).

### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the SENDAT and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact, and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the provision or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / student information and the Trust's business at all times.
5. Act as an ambassador for the SENDAT provision and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the AHT or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post

### **SAFEGUARDING AND SAFER RECRUITMENT**

1. SENDAT is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the SENDAT Head of Safeguarding/CEO will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

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2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS). A check against the Children's Barred List will be carried out for those who work directly with students under the age of 18.
3. The post holder is required to disclose to the school details of any relevant changes in their criminal records status including all unspent cautions and convictions and all adult cautions and spent convictions that are not protected (i.e., that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

***SENDAT – Welcoming Diversity***

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## PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
<b><u>QUALIFICATIONS</u></b>	<ul style="list-style-type: none"> <li>- Recognised HLTA/Level 4 TA Certificate or equivalent (or working towards)</li> </ul>	<ul style="list-style-type: none"> <li>- GCSE English and Maths grade 6 or above</li> <li>- TIS Level 5 Diploma</li> <li>- First Aid at Work certificate</li> </ul>
<b><u>KNOWLEDGE</u></b>		
Technical or specialist	<ul style="list-style-type: none"> <li>- Experience of working with students with MLD</li> <li>- Knowledge of the curriculum for relevant Key Stage.</li> <li>- Understanding of the aims, content, teaching strategies and intended outcomes of for lessons in which they are involved and understanding of these in the related teaching programme.</li> <li>- Knowledge of how to use ICT to advance students' learning.</li> <li>- Knowledge of the key factors which can affect the way students with SEND learn.</li> <li>- Awareness of the statutory frameworks relevant to the HLTA role.</li> <li>- Knowledge of a range of strategies to establish a purposeful learning environment and to promote good behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>- Broad awareness and understanding of medical conditions such as asthma, epilepsy etc.,</li> <li>- Experience of working with students with SLD/ASD</li> <li>- Experience of planning, preparing and delivering lessons.</li> <li>- Knowledge of TIS strategies, including Conscious Discipline, TEACCH etc.</li> </ul>
<b><u>HEALTH &amp; SAFETY</u></b>	<ul style="list-style-type: none"> <li>- Awareness of Health and Safety procedures, including use of risk assessments.</li> <li>- Basic knowledge of first aid</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to risk assess situations and complete appropriate documentation.</li> <li>- Knowledge of safeguarding and other protocols associated with remote teaching.</li> </ul>

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<p><b><u>LITERACY AND NUMERACY</u></b></p>	<ul style="list-style-type: none"> <li>- Ability to support teachers in evaluating students' progress through a range of assessment activities.</li> <li>- Contribute to maintaining and analysing records of students' progress.</li> <li>- Ability to complete reports such as annual reviews, subject reports, incident report forms, behaviour diaries etc.</li> <li>- Computer literate with ability to input data accurately to the AHC SMS (after training).</li> </ul>	
<p><b><u>COMPUTER LITERACY</u></b></p>	<ul style="list-style-type: none"> <li>- Computer literate with ability to input data accurately to Arbor, CPOMS and the hosts schools' MIS (after training).</li> <li>- Familiarity with Microsoft office programs.</li> </ul>	
<p><b><u>MENTAL SKILLS</u></b></p>		
<p>Research</p>	<ul style="list-style-type: none"> <li>- Assist teacher with information gathering and resources as appropriate.</li> </ul>	
<p>Problem Solving</p>	<ul style="list-style-type: none"> <li>- Ability to recognise and resolve more complex problems but know when to refer upwards.</li> </ul>	
<p>Thinking creatively/developing new ideas</p>	<ul style="list-style-type: none"> <li>- Ability to adapt support given to students depending on age and/or ability.</li> <li>- Contribute effectively to the selection and preparation of teaching materials that meet the diversity of students' needs, interests and abilities.</li> <li>- Contribute to the planning of opportunities for students to learn in out of college contexts, in accordance with relevant Trust policies and</li> </ul>	

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	<p>procedures, leading excursions as required and agreed.</p> <ul style="list-style-type: none"> <li>- Create a positive learning environment.</li> <li>- Create a range of ways to make learning interesting.</li> </ul>	
<p><b><u>INTERPERSONAL &amp; COMMUNICATIONS SKILLS</u></b></p>		
Caring skills	<ul style="list-style-type: none"> <li>- Sensitivity to students' needs.</li> </ul>	
Advising/guiding skills	<ul style="list-style-type: none"> <li>- Ability to advise and guide students on the best way to handle situations, building trust whilst maintaining appropriate professional boundaries.</li> </ul>	Providing information to other members of staff in relation to students' behaviour, activities, and general progress.
	<ul style="list-style-type: none"> <li>- Ability to advise and guide students on the best way to handle situations, building trust whilst maintaining appropriate professional boundaries.</li> <li>- Ability to motivate students to participate in or complete tasks.</li> <li>- Ability to conciliate between students in disputes.</li> <li>- Ability and willingness to provide advice and guidance to other LSA staff in a sensitive and supportive manner.</li> </ul>	
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> <li>- Ability to communicate clearly with students in an age-appropriate manner.</li> <li>- Ability to encourage participation and give feedback to students.</li> <li>- Ability to maintain appropriate level of confidentiality.</li> <li>- Attending and contributing to review and other meetings, as appropriate.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Administering baseline tests, under the direction of the teacher.</li> </ul>	
Training and/or presentation skills	<ul style="list-style-type: none"> <li>- Assist with the induction of new Teaching Assistants.</li> </ul>	
<b><u>PHYSICAL SKILLS</u></b>		
Keyboard skills/use of mouse		Ability to use keyboard and mouse required if supporting students using IT equipment
Other manual skills	<ul style="list-style-type: none"> <li>- Use of guillotine, craft knives, glue guns etc when displaying work or assisting students in practical lessons.</li> <li>- Help students to use tools and equipment as required to support learning.</li> </ul>	
<b><u>OTHER ATTRIBUTES</u></b>		
Level of autonomy	<ul style="list-style-type: none"> <li>- Work is covered by set policies and procedures.</li> <li>- Able to work with small groups of students when carrying out specific tasks or on field trips etc.</li> <li>- Able to supervise larger numbers of students during break/lunchtime.</li> <li>- Able to make decision on when to refer queries/problems to another member of staff.</li> </ul>	