



**‘Empowering young people to become successful adults’**

**JOB DESCRIPTION - Teaching Assistant 3 (Special Needs) HLTA**

**RESPONSIBLE TO:** Headteacher

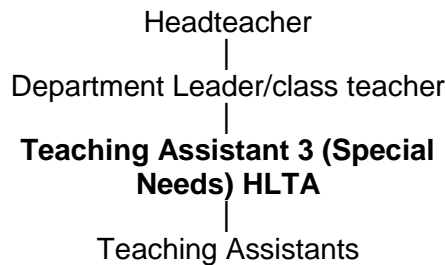
**GRADE:** L5

**PURPOSE OF POST:**

To be responsible for delivery of teaching and learning (with teacher/department leader support) for groups/ class of children with special educational needs, Enhance learning opportunities for pupils, bringing to bear an effective professional knowledge and understanding of child development and SEND and supporting children in the key areas of learning:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical Development

**ORGANISATION CHART:**



**PRINCIPAL RESPONSIBILITIES:**

**%**

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|----|--|----|
| 1. | Plan (with support) and deliver teaching and learning for whole class and individual students on a short, medium to long-term and ad hoc basis; all students have severe or profound learning difficulties, some of whom will have additional needs e.g. autism, physical disabilities, medical issues, communication difficulties, behavioural difficulties. Develop and maintain resources to assist in teaching. Provide support and guidance to other support staff who work with individual pupils with special educational needs.                                  | 60 |
| 2. | Contribute to the care, health and welfare of pupils in accordance with the school’s health and safety and related policies. This will include ensuring that agreed daily hygiene routines, the administration of medicines, medical and dietary procedures are carried out as required. This may include allocating designated tasks to suitably trained colleagues, devising timetables, etc. Ensuring the health and safety is considered and planned for when delivering sessions. Following school policy regarding planning and delivery of trips and competitions | 10 |

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|----|--|----|
| 3. | Contribute to the monitoring, recording and assessment of pupil progress through observation and questioning, against student targets trackers and other assessment documentation.   | 10 |
| 4. | Contribute significantly to the development of a purposeful working atmosphere and implement the school's behaviour and any related policies and procedures.   | 5  |
| 5. | Develop and maintain supportive relationships with parents, carers and others of the students' community. Work collaboratively with other agencies and professionals as necessary, including educational psychologists, health professionals, speech and language therapists, to meet the personal and educational needs of individual pupils.   | 5  |
| 6. | Contribute to the delivery of the school improvement plan and associated development activities, which support values of the school, working collaboratively and supportively with colleagues. Develop and maintain professional knowledge and understanding, including contributing to and participating in all INSET days. Keeping up to date with relevant training in order to fulfil the role | 5  |
| 7. | As required, take responsibility for or contribute to specific aspects of teaching, learning and personal development, for example swimming, visits out of school, independence programmes, etc.   | 5  |

**DIMENSIONS:**

**Supervisory Management: N/A**

**Financial Resources: None.**

**Physical Resources: None**

**Other: Safeguarding children**

**CONTEXT:** All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

**This is a Higher Level Teaching Assistant role. A Teaching Assistant at this level will take responsibility for pupils.** S/he will be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved in the assisting of pupils for whom English is an additional language.

HLTA might be found in any school, including a special school and can be the specialists on SEN in that setting. In some settings HLTA will be involved in the supervision of other staff.

**Physical Effort:** The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided. The role will also involve, as necessary, dealing with violence and restraining children.

**Working Environment:** There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell. There may be a requirement to supervise the administration of medicines.

*The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

**It is an offence to apply for a role working in regulated activity if you are barred from working with children.**

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

*A CV alone will not provide adequate information and will not be accepted for any posts based in schools. Candidates are required to explain how they meet the essential criteria in full by completion of the application form.*

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work,

in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

<b>Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.</b>				
<b>Attributes</b>	<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
<b>Experience</b>	1. Demonstrable experience of working in a school environment is essential for this post.	1,2	4. Experience of delivering a curriculum for children with special educational needs including ASD	1,2
	2. Demonstrable experience of curriculum planning, delivering, monitoring and assessment for children with special educational needs.	1,2		
	3. Demonstrable experience of safeguarding children procedures and processes.	1,2		
<b>Skills/Abilities</b>	5. Able to support learning in Literacy and Numeracy at a relevant level (minimum Entry Level 2)	1,2		
	6. Able to use ICT skills to support planning, teaching, recording information and communication with colleagues, parents and professionals	1,2		
	7. Able to contribute constructively to work effectively as a member of a team. Able to lead and give direction.	1,2		
	8. Self-motivated & initiative led in working with parents/ carers and the child's community within an agreed framework of policies and procedures.	1,2		
	9. Able to communicate at a range of levels e.g. with children, parents, other professionals, etc.	1,2		
	10. Able to keep accurate records and relate observations to records, planning and teaching.	1,2		
	11. Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2		

<b>Competencies</b>	12. Able to demonstrate appropriate motivation to work with young people	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to use of authority and maintaining discipline	1,2		
<b>Equality Issues</b>	13. Able to recognise and act upon common forms of discrimination. Understanding of impact of SEND on equality issues	1,2		
	14. Able to understand the issues for students' education in an urban, multi-cultural context.	1,2		
<b>Specialist Knowledge</b>	15. Demonstrable knowledge of how students learn	1,2		
	16. Understanding of positive approach to behaviour management	1,2		
	17. Demonstrable knowledge of safeguarding children procedures and processes	1,2		
<b>Education and Training</b>	18. Evidence of ongoing professional development	1,4		
	19. HLTA qualification or equivalent qualification or experience.	1,2		
<b>Other Requirements</b>	20. Attendance at relevant staff and parent meetings and training	1,2		
	21. Hold specific area of responsibility within the school additional to working in the classroom.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)